Language Diversity in Jharkhand

A Study on Socio-linguistic Pattern and
its impact on Children's Learning in Jharkhand
2013

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This study report is dedicated
to the Children of Jharkhand.

Credit

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Acronyms

ASER	Annual Status of Education Report
BDO	Block Development Officer
BEEO	Block Education Extension Officer
DISE	District Information System for Education
ECCE	Early Childhood Care and Education
JEPC	Jharkhand Education Project Council
JTWRI	Jharkhand Tribal Welfare Research Institute
L1	First Language
L2	Second Language
L3	Third Language
LWC	Language of Wider Communication
MGML	Multi Grade Multi Level
MHRD	Ministry of Human Resources Development
MLE	Multi-Lingual Education
MT	Mother Tongue
MTALL	Mother Tongue-based Active Language Learning
NCF	National Curriculum Framework
OBC	Other Backward Classes
PRI	*Panchayati Raj* Institution
PTG	Primitive Tribal Group
RCFCE	Right of Children to Free and Compulsory Education Act, 2009
RTE	Right to Education Act, 2009
SC	Scheduled Caste
ST	Scheduled Tribe
SSA	*Sarva Shiksha Abhiyan*
SLM	Self-Learning Material
TLM	Teaching Learning Material
TWC	Tribal Welfare Commissioner
UNICEF	United Nations Children's Fund

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Preface

Jharkhand is a land of rich diversity in race, region, caste, language, landscape, flora and fauna and so on. The state not only possesses racial diversity but also linguistic diversity which has been captured through this study report titled 'Language Diversity in Jharkhand'. The report brings about the bouquet of languages spoken in different parts of the State. The multi-lingual characteristic of the State is a valuable resource which needs to be appreciated and channelized properly.

This study was undertaken by the Mother Tongue based Active Language Learning (M-TALL akhra) to explore the language diversity in the state and also study the experience of children in school community. The recommendations of the report point out for the need of bridge course for addressing the language gap, teachers training for handling multi-lingual classrooms, supportive TLMs like Picture Dictionaries and community based language support interventions among others.

I would like to thank UNICEF for constituting the M-TALL akhra to envision multilingualism as a resource and for bringing together the various researchers for addressing issues related to children's language learning. I would especially like to thank Mr. Binay Pattanayak, Education Specialist, UNICEF, Jharkhand office and his team for facilitating the socio-linguistic survey in the entire state and presenting the linguistic diversity and its challenges in the state through this study report.

I also intend to thank staff at JTWRI who have worked with university professors from all major universities of the state to identify research scholars and also facilitate this study in all the twenty four districts of the state.

I sincerely believe that this report and its recommendations shall be useful for all the stakeholders and policy planners for designing and implementing the developmental interventions keeping in mind the socio-linguistic diversity of the State.

Rajesh Kumar Sharma, IAS
TWC cum Director, JTWRI
Government of Jharkhand

Acknowledgement

This study would not have been possible without the active participation and support from villagers, teachers, students and community resource persons such as PRI members of the 216 villages in 72 blocks of different parts of Jharkhand State.

I am also thankful to the block and district officials, village leaders, Pahans, Mukhiyas, Mankis and Mundas of the respective villages. Special thanks are due to the research and survey team whose commitment and zeal for the entire duration of the survey work.

I am grateful and thankful to the UNICEF Office, Jharkhand in general and Mr. Binay Pattanayak, Education Specialist in particular for extending us this wonderful opportunity to learn and present the findings of the study and also for guiding the tool development, orientation of university professionals and formulation of this report.

My special thanks to Dr. Prakash Chandra Oraon (former Director, Jharkhand Tribal Welfare Research Institute, Ranchi) for sharing insightful experiences towards compilation of this report. I also extend my regards to Mr. Giridhari Ram Gaunjhu (Retd. HoD, Department of Tribal and Regional Languages, Ranchi University), Dr. Fancisca Kujur (Binova Bhave University, Hazaribagh), Dr. Nikudimus Tudu (Sidho Kanhu Murmu University, Dumka) and Mr. Kailash Oraon (Nilamber-Pitamber University, Palamu).

I express my gratitude to Dr. Sabir Hussain, State Coordinator of this project, Mr. Arshad Hasan Kauser, State Coordinator, Tribal Education (TWC Office) and Mr. Divakar Gupta, State Coordinator (RTE Cell) who coordinated the field activities and assisted me in the compilation of this report.

The functionaries of JEPC, Ranchi and professors from Ranchi University provided support in tool development and capacity building programs. Last but not the least, I thank my team members and support staff for the sincere efforts that they have put in.

I sincerely hope that this report would be helpful for concerned stakeholders in devising their strategies and approach for planning developmental initiatives in the region keeping in view the multi-lingual characteristics of the communities.

Soma Singh Munda
Assistant Director cum Research Guide and Supervisor
JTWRI, Ranchi

Foreward

For children, their mother tongue is as important as their toys and stories. They look at the world and also interpret it mostly through their mother tongue. This works as stepping stones to their world of learning and development. In education, it matters a lot to lay a foundation to their language skills in their initial years. Then gradually children are enabled to learn other languages through the bridge method to link their home language with their school language. In a multilingual state such as Jharkhand, this is a non-negotiable in initial years of learning for majority of children who have got different mother tongues.

Minus this foundation, children from a different home language background find it extremely difficult to relate to the teacher and textbooks. Our experience in Jharkhand illustrates this very well as they fail to understand the processes in school. School language does not allow them to understand the content.

To study on issues related to mother tongue and education, we helped to establish a research cell in the Jharkhand Tribal Welfare Research Institute (JTWRI) of the Department of Welfare, Govt. of Jharkhand in collaboration with researchers and practitioners from all universities, tribal forums, government departments, civil society organizations, writers, linguists and teachers who conceptualized this critical socio-linguistic documentation in all districts of the state.

The findings discussed in this document provide feedback on children's home languages and their struggle to understand in the schools. Majority of children in the rural areas have indicated that their home language is very much different from their school language. It is good that our teachers are locally recruited and many of them know children's language. However it is not adequate as the curriculum and textbooks demand the teachers to familiarize children with the texts written in Hindi

I sincerely wish the findings of this documentation draws attention of policy makers, educational managers, civil society organizations and tribal forums to apply more thoughts into this critical issue and strengthen their school readiness across the state.

Job Zachariah
Chief, UNICEF office for Jharkhand

Executive Summary

This socio-linguistic documentation was commissioned to understand the language diversity and how this diversity shapes the growth and development of the children in Jharkhand. The survey was conducted by M-TALL *akhra* of the Jharkhand Tribal Welfare Research Institute (JTWRI) with support of UNICEF.

The study was designed to cover all the 24 districts, predominantly rural areas, in the state and to capture the diversity within districts and blocks. Semi-structured tools and techniques were adopted for the survey including structured questionnaire and open-ended discussions on use of language in day to day life of the communities and children in particular. The survey focused on four major groups of respondents - households, children, teachers and village resource persons including PRI members and community leaders.

Interaction with a wide Spectrum of Respondents

- The study was conducted in 216 villages in 72 blocks of all 24 districts of Jharkhand. It covered about 4000 respondents, approximately 18 from each village.
- Around 45% of the respondents belong to ST communities, 17% SC communities and remaining 38% General and others.
- Roughly 73% of the respondents are engaged in agriculture and allied activities while rest are dependent on other activities like service, wage labor, business, collection and sale of minor forest produces (MFP).
- Over 30% of the respondents migrate to urban clusters, towns and cities for livelihood opportunities at least once in a year.
- Only 7% of the respondents interviewed had completed primary education, 24% completed middle school and 34% had completed matriculation and above. Around 36% of the respondents had never been to school.

Major Findings:

Mother Tongues in Jharkhand

- Over 96% of the population in Jharkhand communicates in tribal and regional languages at home. The tribal languages including Santhali, Ho, Mundari, Kurukh, Kharia etc. are spoken by about

two-third (65.7%) of the population and regional languages such as Nagpuri, Khortha, Panchparganiya, Bangla, Odiya, Urdu, etc. are spoken by 30.6 of the population.

- Only 3.7% of the people communicate in Hindi as their mother tongue.
- The break-up of people who speak regional languages is 30.6% : Khortha (17.5%), Nagpuri (8.2%), Bangla (2%), Maghi (1.6%), Urdu (0.6%), Panchparganiya (0.3%) and Odiya (0.3%).
- Around 65.7% of the surveyed population use tribal languages as their mother tongue. These include Santhali, Kurukh, Mundari, Sadri, Ho, Oraon, Khadia etc. The tribal language used as mother tongue by largest number of people is Santhali (33%), followed by Kurukh (9.5%), Mundari (7.6%), Sadri (6.7%), Ho (5.6%), Oraon (1.1%). Khadia, Pahadiya, Birhori and Pachhiyari are spoken by around 2% of the population.
- A total of 19 major mother tongues are spoken by people in Jharkhand.
- Santhali, Khortha, Kurukh, Mundari and Ho emerged as dominant mother tongues in Santhal Pargana, North Chotanagpur, Palamu, South Chotanagpur and Kolhan Division respectively.

Language in Day to Day Life of Community

Language in Life of Children

- Around 97% of the respondents shared that tribal and regional languages are used by children for communicating with parents.
- Only 5% of the respondents said that Hindi is used by children while playing.
- Around 85% of the children interact in their day-to-day lives in their tribal and regional languages.
- Over 95% of the local resource persons including PRI members and community leaders reflected that children use tribal and regional languages while interacting in their villages and localities.
- Only 41% of the surveyed students read story books. About 82% of these children get story books from their schools.

Language in Life of Adults

- Around 75% the respondents prefer use of tribal and regional language/s for recreational activities like story listening, story-telling, listening to songs and singing.
- Over 33% of the respondents have indicated that they use Hindi while interacting at *Haat-Bazaars*, (local markets) whereas 67% use tribal and regional languages.
- More than 90% of the respondents are able to interact with Hindi speaking visitors like government officials, NGO workers etc. More than half (50%) of these admitted that they make some mistakes while communicating in Hindi.
- More than 90% of the respondents have competence in basic numeracy skills. Around 85% of the respondents are able to write their name. Only 50% of the respondents have the confidence of writing a letter to government officials.
- More than 70% of the respondents desired books and articles related to health, agriculture etc to be available in tribal and regional languages.

Language used in Schools

Use of Language in Classroom Transaction

- Teachers use Hindi for interacting with students as per 92% of the surveyed children. 41% of the children use their mother tongue/s for communicating with teachers.
- In survey of school children, around 97% of the children say that textbook materials are in Hindi language.
- Around 90% of the teachers interviewed have spoken language proficiency in tribal and regional language. Around 70% of the teachers have indicated that they knew tribal and regional languages.
- About 82% of the teachers shared that their schools have TLM kit and picture charts as supplementary resources for language teaching in Class I and II. More than 44% of the teachers say that picture chart or 'Picture Dictionary' is their preferred aid for language teaching.

Learning Challenges

- In survey of teachers, around 78% felt that children face learning challenges due to the language gap.
- More than 52% of the village resource persons including PRI members and community leaders feel that children of Class I and II face learning challenges due to language problem.
- Roughly 92% of the teachers expressed that children belonging to SC, ST and OBC faced learning challenges in schools.
- Approximately 31% of the teachers suggested use of local language to improve reading efficiency in Grade I and II. Around 50% of the teachers felt use of play methods such as TLMs and picture charts would be more useful.
- Only 20% of the local resource persons say that community members provide support to teaching-learning of children in school.

Coping Strategies

- To address learning challenges due to language gap around 36% of the students take support from teachers, 34% of the students take help of pictures of textbooks while rest are either silent or try to take help from parents and guardian.
- Around 70% of the villagers want tribal and regional languages to be used for classroom transaction, in school textbooks and teachers to interact with children.
- More than 90% of the teachers admitted that they need training for addressing learning challenges of children due to language gap.
- Around 87% of local resource persons including PRI members and community leaders feel that learning process of children would be enhanced if local artists, story tellers and other local resource person share their knowledge and experiences with school children.

Key Recommendations of the Study

Children face learning challenges due to the lack of mother tongue based early language readiness from their mother-tongue language to Hindi during their pre-school and early schooling periods.

1. The medium of instruction in Anganwadi Centers and early classes in Schools in Jharkhand should be in the mother tongue of children by way of using bi-lingual primers prepared in a decentralized manner.

2. Teachers should be oriented to understand and respect local resources and culture along with children's local language/s.
3. Teachers need to be trained for handling multi-lingual situations and develop material for handling such situation and learning language teaching techniques.
4. TLM materials like picture dictionary, reading materials and other local learning resources in local languages should be developed to support language transition from regional and tribal languages to the state education language in pre and early years of education.
5. Local resources and culture should be utilized to improve children's learning and holistic development in multilingual situation in Anganwadis and schools. Local resource persons can be invited to school to share their knowledge and techniques to deal their daily life courses which will be foundation for such children who have come from different backgrounds.
6. Children's mother tongues must be used as language of interaction in the Anganwadi centers and class I of Primary schools. A language foundation in child's mother tongue must be built before the bridging with Hindi and other languages is facilitated.
7. It is important to conceptualize pre-school learning of ECCE and primary schooling in a continuum, with emphasis on an appropriate language skill building process.
8. There is a strong need for designing a mother tongue based 'School Language Readiness' for every child in pre-school learning for smooth transition to Primary School.
9. The concept of pre-school learning and primary education in Jharkhand needs to be conceptualized in the context of multilingual diversity of Jharkhand and curriculum, pedagogy, assessment need to be designed appropriately to help every child learn to desired level.
10. Linguistic mapping should be used to assess the linguistic diversity before planning any intervention for education in the state.

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Chapter 1

BACKGROUND OF THE STUDY

1.1 Every child learns home language well!

Language is a precious tool for both children and adults. Children, through their continuous interaction with different persons, objects, events and texts, acquire a wide range of experiences, knowledge and skills in life. While participating in any interactive activity, they relate their experience to its related previous knowledge, they think about it, consult others, construct own meaning about the incident and articulate in own ways.

In early years, children's home language (mostly mother tongue/s) plays a crucial role in enabling them to understand different objects, incidences and the overall world around them. Research and evidences have proved that even a 2- 3 year old child manages to make meaning out of various experiences and manipulate these for different purposes. They manage to create different types of new sentences to negotiate with different type of people and achieve various targets in extremely creative manners.

Reflections from Constitution of India, 1949

Article 21 A: Right to Education : The State shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the State, by law, may determine.

Article 29: Protection of interests of minorities : Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

Article 46 : Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections: The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

Article 350: Language to be used in representations for redress of grievances: Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be.

In Jharkhand, like in any other land, children acquire language learning skills at home. Both in urban and rural areas, children use their mother tongue to construct wide range of communications skills. They communicate effortlessly through plain sentences, songs, stories, riddles, pictures, dances, and other dramatic expressions with others to share their feelings, concerns, demands and ideas.

No child in any community fails to communicate comfortably and confidently in own mother tongue/s. In totality, children of Jharkhand, before coming to school, express their language learning skills and proficiency in a wide range of ways and competencies. The richness of social and cultural diversity of the land prepares every child as a healthy language learner.

1.2 Multilingualism is not a problem, but a resource

The **National Curriculum Framework** (NCF, 2005) of NCERT has also recommended that language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the Multilingual classroom as a resource. It is advantageous to have home language/mother tongue of children as the medium of learning in schools.

The **Right of Children to Free and Compulsory Education Act** (2009) also emphasizes that the language of instructions should be the mother tongue to the extent possible. This will enable the child to learn in her/his own socio-linguistic context.

The diverse use of many languages makes Jharkhand a unique multilingual multicultural State. Because of the richness in song, drama and cultural activities in the State it is said that people here 'talk in songs and walk in dances'. Jharkhand is a unique case of language diversity and cultural richness. Every child caries unique language proficiency in own mother tongue. A language map of Jharkhand looks much more colorful than a rainbow or feather of a peacock.

Research on language cognition and also the National Curriculum Framework, 2005 indicate that multilingualism is not a problem, as

felt by many people/teachers, but it is a great resource for a teacher and community. If a child grows in a multilingual and multicultural society, it gives the child ample opportunities to embrace diversity by learning from different language resources and cultural activities. On the other hand, a child who gets confined to one or two language and cultural diversity is deprived of the multifarious opportunities.

> Research studies reveal that children perform better when they are taught in their mother tongue and through familiar examples and objects in the first instance before they can intellectually move from the concrete to the abstract.
>
> Baker, 2001; and Heugh, 2003

A classroom is a classic example of this point. If children from four language groups work in a classroom it provides many opportunities to children to share cultural experiences with each other from different perspective and learn many new things from different language groups. While discussing about 'rats,' children in a multilingual classroom can know different names (*Chuha* in Hindi, *Musa* in Nagpuri, Khortha, Kurmali and Panchparganiya, *Gudu* in Santhali, *Kateya* in Mundari and Ho, etc.) and nature of rats from different angles other than knowing about different types of perceptions and experiences related to rats. Similarly children also learn how different methods are followed in different communities to tackle rat related issues.

This helps every child in the context to enhance not only knowledge, and skills, but also an interest to learn and respect for different communities and their knowledge. At the same time, this process helps every child to discover the strength of own community and its innovative practices and also to take pride in those. A continuous exchange of knowledge and resource empowers every community on a continuous basis. It is not children alone, but the whole community benefits in a great way to expand its own knowledge, system, skills and process. India, through its rich diversity and respect for its different knowledge system, is well respected for its wide diversity and cultural plurality.

1.3 Language is the foundation for lifelong

Another crucial aspect of language learning is that it lays a foundation for lifelong learning and education. If a child learns language well, it helps her to do well in all other subjects such as mathematics, science, social science, etc. Language works as stepping stones to the world of learning. It helps in

comprehension in different subjects. On the other hand, if a child does not acquire the foundation skills in one language, s/he struggles to understand the basic concepts in different subject areas too.

A good example of this is the poor quality of English medium schools in many places, where children are deprived of the language foundation in mother tongue/s. On the other hand the poor quality of pedagogy does not enable them develop desired language skills except some rote learning skills such as 'good morning', 'thank you', 'yes Sir/Madam', etc. This process of rote learning is rampant in the states, where parents get an illusion that their children learn English, but actually children neither learn English nor the concepts in different subjects. Hence they develop high level of frustration and lose the confidence to do something original in life. This does high injustice to parental aspiration, children's development and thereby social progress.

On the other hand, a child who gets a good foundation in own mother tongue/s and acquires the interest and confidence to learn bears a higher potential for learning. S/he feels confident and eager to apply own foundational language learning skills for learning new languages and new subjects in a natural manner. S/he possesses the required interest and skills to relate to the newer experiences.

1.4 How we look at multilingualism!

In reality, do our children in Jharkhand and other multilingual States actually benefit from our multilingual resources and cultural diversity? Children as long as they grow in a natural manner in their community, keep on acquiring rich language learning skills in local language. They talk to each other in mother tongue (and also father tongue if it is different) fluently communicating through varieties of sentences, ideas, songs, riddles, stories, proverbs, etc. in the playground by communicating quite intelligently and innovatively with friends from different language groups and cultures. In the market or *Mela*, they communicate with people in different languages as per requirement through various negotiation skills in language.

Language, for every child and adults, remain a creative tool for relating to the different objects/ incidents of the world, in understanding those, in organizing own thought processes and also in finalizing own understanding to articulate in different ways and in different contexts. On the whole, language enables us to 'live' and give us an 'identify' as the most powerful

communicating animal in the world. Children in their community adopt brilliantly to acquire language skills in various languages as per their context.

A child in every district of Jharkhand knows at least three languages. Number of languages increases in boarder areas further. Other than this language learning in home, playground and market children also benefit extensively from the rich cultural tradition (story-telling, folk literature, songs, dances, etc.) and their cultural exchange on various occasions other than from television, radio and print media.

1.5 Schools need to value multilingualism as a resource

What happens when those multi language proficient children come to 'school'? Although 'school' as a concept is designed to relate to every child's community and background and help her/him to participate in a wide range of learning activities in diverse contexts and acquire knowledge, skills, interests and attitude in different subject areas for holistic development; it fails to do justice to this principle in sprit. As a consequences of some poor policy and planning, 'school' in majority cases surprisingly 'rejects' the rich community supported skill, knowledge and interest of the children. It forces them not to communicate in own languages, but in different language (i. e, Hindi from Class 1) which turns out to be very different and difficult for majority of children whose home language differs from it.

The teacher and text in school, turn alien to the child as they communicate in Hindi! The child does not understand them! They (teacher and text) do not understand the child! It challenges the thought process, working processes and also thereby the confidence, interest and the security of the child, who is just a 6-7 years old! It is no way less than throwing a child to a pond who does not know how to swim or asking a child from the plains to climb a stiff mountain! How can one expect children to adjust to a situation which is extremely alien and unfriendly to them?

1.6 A hard struggle of children that adults fail to recognize!

Unfortunately, majority of children in Jharkhand face this unexpected challenge and shock in their early classes because of the differences in their home language and school language. Uniformly in every pre-school and school of the state, education starts in Hindi when majority of children enter school without or exceptionally low familiarity with the language. Still, children come to school and try to adjust! They certainly deserve high appreciation for their interest in education and development.

They know that the school environment is exceptionally threatening because of the language gap. Still they come and face the challenge, demonstrating high level of courage and perseverance. But how long can your motivation determine action and labor will enable you in such a threatening environment without appropriate skills? On many occasions, attitude of the school also adds further salt to their injury day by day and aggravates their frustration. Ultimately, a day comes for most of the children in Class 1 to call it a day in the school, not at the end of the day, but in the early part of the day! Highest percent of children 'dropout' of school in the state are in classes 1 and 2!

What happens to these dropouts? They get deprived of education, dignity and ultimately own identity in society. Only a few, because of some support from home or teacher or community, manage to continue their education and earn an identity for themselves and get rewarded through higher studies, jobs and social security. Children from non-Hindi language background do not get a scope to pursue their education in own language without scope for appropriate support.

1.7 RTE Act recognizes mother tongue based learning to the extent possible!

Now the dynamics have changed with the enactment of the Right of Children to Free and Compulsory Education Act, 2009 in India and thereby in Jharkhand too! It is a right of every child irrespective of her/ his background, to come to school, continue learning in a non-threatening environment, with freedom of expression, without any trauma and through child-friendly, child-centered learning process till the child completes at least Class VIII. It alarms the teacher that s/he can no way punish or harass any child. The Act respects the background and language of every child and advocates for mother tongue based education to the extent possible. No school can achieve the RTE goals of universal child friendly environment and learning without promoting mother tongue based early learning in tribal areas and non-Hindi-home language areas. Pedagogues in different parts of the world have innovated various successful teaching learning strategies to address, the language disadvantage of children in early years.

1.8 Mother tongue based early learning lays a solid foundation!

There are states, which promote mother tongue based learning for children in their early years and lay a foundation for their language learning before

bridging it with their learning in the school language. In such initial mother tongue based learning, a child is supported to take part in various community based learning activities using local contexts and material and is encouraged to communicate with teacher and peers in own mother tongue. This helps the child to acquire the basis literacy and numeracy skills in own mother language. The teacher and texts are appropriately designed to enable the child practice speaking, reading and writing till s/he acquires the basic language learning skills and confidence.

Gradually children take part in various 'language bridging activities' which enable children discover that their own language skills in basic literacy and numeracy are not much different from the language skills required for the same in the school language. They, through practice, find out that sentences in their school language are also constructed in a similar way as it is done in their home language. Sometimes different objects and incidents bear a different name. However, the nature of constructing sentences, counting of objects/events, calculation processes such as addition, subtraction or multiplication resemble their approaches in home language in a remarkable manner. They also get to know that there are various languages in their land and beyond that follows similar approaches to communication in own context.

1.9 Children with some language foundation understand the world in a better way!

This gives a new perspective, excitement and confidence to the new-learners. They feel more empowered depending on their number of languages and cultures they deal with. Greater depth and diversity in language and culture bring in higher scope for individual learning and development. Jharkhand is a unique case of this paradigm. Other than its language diversity, and cultural richness the added advantage is its socio-political leadership. The political leaders and parliamentarians who design policy and plans of the state are mostly tribal and multilingual personnel, who understand the value of tribal and regional languages better than their counterparts in other states.

In many other states, leaders fail to recognize the strength in the language and culture of tribal and regional languages and develop attitudinal issues towards multilingualism and regional languages. This way, Jharkhand has a good potential of facilitating a multilingual education pedagogy based on the diverse mother tongues in the state. Jharkhand is also a special state which recognizes 12 languages as Official languages of which 11 are tribal and regional languages. This provides a greater scope for respecting children's' home language and their effective bridging with school languages as discussed above.

1.10 Language flourishes in our eyes, brains and hands

Language is one of the most powerful tools of human civilization. It enables every human being to look around, learn the world, share own experience with each other and also construct ideas for making life beautiful. In every village and community one can see the tremendous strength of languages as it is expressed in their culture and traditions. The stories created and shared, the songs and dances, the riddles and proverbs, knowledge about science, mathematics, health, food making, house building, environment, agriculture – every such wonderful creativity stands on the shoulder of language! It is not a story of the concerned language in the community alone, but the continuous exchange of ideas among different communities that enriches the system of knowledge in every learning society.

In education of children, language learning is one of the critical stepping stones. Based on the basic language learning skills in early years, children dare to step into the world of literature, mathematics, science and social science. The better the foundation in language learning is laid in early years, easier and funnier it becomes for the student to pursue higher studies and research in own area of interest.

1.11 Language is stepping stone to the world of learning!

Linguistic diversity is a hallmark of India. (Bhatia & Ritchie, 2004: 794). But Indian multilingualism goes beyond a simple diversity of numbers which, in themselves, are quite overwhelming. There are 1652 mother tongues (1961 census) and a much larger number of dialects. These have been classified into 300 to 400 languages (five language families). There are 22 constitutionally recognized official languages (Constitution of India, VIIIth schedule, after the 100th constitutional amendment, December 2003) along with English (the associate official language). Some 104 languages are used for radio broadcasting and for adult literacy programs, and 87 are used for print media. It is not just the presence of a number of languages in different spheres of social life in India but the dynamics of the relationship between these languages and their users that make the ethos of language use in India quite distinct from that of dominant-monolingual societies. Of the several features that are characteristic of Indian multilingualism (Mohanty, 1991, 1994), the following seven are particularly relevant to understanding how multilingualism impacts on the social and individual processes (Mohanty, 2004):

(1) bilingualism at the grass-root level;

(2) maintenance norms;

(3) complementarities of languages;

(4) multiplicity of linguistic identities;

(5) bilingualism as a strategy for mother tongue maintenance;

(6) multilingualism as a positive force;

(7) early socialization for multilingual functioning.

Ajit Mohanty in The Nature of Indian Multilingualism: A Closure Look

In a multilingual state such as Jharkhand the potential is even higher. If a child is brought up in a multilingual learning environment, s/he gets exposed to the rich language, culture and traditions of multiple communities. In tribal and rural areas the local knowledge systems are very rich and are developed through continuous experiments with local environment, and field outputs for thousands of years. Children in such environment get excellent opportunity to understand the roots and basics of science, language, mathematics and social science in a smooth manner.

Here they can see the root of every practice as well as the shoot and fruit of their experiments. For example, children in rural areas play with cows and calves; feed them and understand their life very well. They also drink fresh milk from their cow and enjoy curd, butter, and ghee prepared by their mother. This scope for learning about the world of the cow is highly limited in urban areas where children sometimes get the illusion that milk comes in packets from companies and is produced in companies!

1.12 Challenges before education system

However, does our education system recognize these aspects when it comes to children's learning? The way textbooks are written, teachers are trained and children are assessed, it gives an impression that knowledge is stored in textbooks and teacher is to pour this knowledge into the empty vessels of children! Ultimately examination is undertaken to test if the child has by-hearted the information poured into the empty vessel! This poor belief in education has weakened generations of curious learners. Every time children enter schools with the hope of learning and whole

development. However their aspirations are demolished by inadequately prepared systems!

1.13 The new wind promises a paradigm shift

This is a high time to transform our beliefs and practices regarding children's education. Learning theories formulated by renowned educationists and pedagogues in the world have provided us evidences and insights in this regard. India's new curriculum framework (National Curriculum Framework, 2005) is also based on these learning theories. NCF 2005 has advocated the following guiding principles.

Fig 1: Table showing Guiding Principles of NCF

S N	English	S N	Hindi
A	**Guiding Principles:** We need to plan and pay attention to systemic matters that will enable us to implement many of the good ideas that have already been articulated in the past. Paramount among these are :	A	**मार्गदर्शक सिद्धांत :** हमें व्यवस्थागत मुद्दों पर ध्यान देने व उन्हें नियोजित करने की आवश्यकता है जिससे हम उन अनेक अच्छे विचारों को कार्यान्वित कर सकें जिनके बारे में पहले भी बात की जा चुकी है। इनमें सबसे अहम हैं :
A1	connecting knowledge to life outside the school,	A1	ज्ञान को स्कूल के बाहरी जीवन से जोड़ना
A2	ensuring that learning is shifted away from rote methods	A2	पढ़ाई रटन्त प्रणाली से मुक्त हो, यह सुनिश्चित करना
A3	enriching the curriculum to provide for overall development of children rather than remain textbook centric	A3	पाठ्यचर्या का इस तरह संवर्धन कि वह बच्चों को चहुँमुखी विकास के अवसर मुहैया करवाए बजाए इसके कि वह पाठ्यपुस्तक–केंद्रित बन कर रह जाए
A4	making examinations more flexible and integrated into classroom life and	A4	परीक्षा को अपेक्षाकृत अधिक लचीला बनाना और कक्षा की गतिविधियों से जोड़ना, और
A5	nurturing an over-riding identity informed by caring concerns within the democratic polity of the country	A5	एक ऐसी अधिभावी पहचान का विकास जिसमें प्रजातांत्रिक राज्य–व्यवस्था के अंतर्गत राष्ट्रीय चिंताए समाहित हों।

Jharkhand, known as the land of forests, as a multi-lingual state has tremendous potential to nurture quality education of children based on the above guiding principles. Here children in majority cases grow in natural surroundings and acquire a wide range of knowledge and skills in their mother languages. By the time they enter an Anganwadi or, Primary School, they are proficient language speakers with basic experience in local mathematics, science, social science and cultural activities.

1.14 Yes, the required change is in our hands!

If these knowledge and skills of children could be 'related to school' … 'curriculum is contextually adapted' … 'examination is made flexible in synchronization with classroom life' and … 'system nurtures an over-riding identity' (just as defined in the NCF 2005), then children of Jharkhand will prove to be one of the best learners in the world.

1.15 An initial attempt to understand the stumbling blocks

This initiative is one move in this direction. It is an attempt to study the language maps in different parts of Jharkhand and language proficiency of children in those areas. Hence researchers have gone to nooks and corners of the state to consult children at home, in play grounds, markets and schools. Other than this, it is an attempt to understand, in the present context, the language disadvantages faced by children in the schools which do not recognize the language proficiency of children in a rude manner! In this context, family elders, community leaders, PRI members and school teachers have been consulted at length to understand how much they are concerned about children's language learning abilities, their present language disadvantages, community's respect for own mother languages and recommendations for creating suitable learning environments in school and community for facilitating mother tongue based active language learning for every child in the community.

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Chapter 2

OBJECTIVES, RESEARCH DESIGN AND METHODOLOGY

Jharkhand is home to a number of languages. These languages belong to three major language families as indicated below.

Fig 2: Table Showing Languages of Jharkhand under 3 major Language Families

Indo-Aryan languages	Bhojpuri, Hindi, Urdu, and Bengali
Dravidian languages	Korwa, Oraon, and Sauria Paharia
Munda languages	Kurukh, Santhali, Mundari, Bhumij, Paharia and Ho

Source: Land and People of Jharkhand[1]

The Scheduled Tribe (ST) population of Jharkhand State as per 2001 census is 7,087,068 constituting 26.3% of total population. Jharkhand has 32 notified tribes of which 9 belongs to Primitive Tribe Groups (PTGs).

Jharkhand's 15 districts have 40 to 80% Schedule Tribal population[2]. We can see in the table the districts with ST concentrated populations.

Fig 3: Table showing Concentration of ST Population in Jharkhand

ST Concentration Districts of Jharkhand	
ST concentration	**Districts**
0 - 20%	Bokaro, Chatra, Deoghar, Dhanbad, Garhwa, Giridih, Hazaribagh, Koderma, Palamu, Latehar, Ramgarh
20 - 40%	Dumka, Godda, East singhbhum, Sahibganj, Jamtara
40 - 60%	Lohardaga, Pakur, West Singhbhum, Ranchi, Khunti, Saraikela-Kahrsanwa
60 - 80%	Gumla, Simdega

Jharkhand state has been divided into five divisions as shown in the table.

1 *Oraon, P C, JTWRI Ranchi 2003: Land and People of Jharkhand.*
2 *Analytical Report: Jharkhand Provisional Population Census 2011 Facts & Figures.*

Fig 4: Table showing Districts of Jharkhand under the 5 Divisions

Division	Districts
Santhal Pargana	Pakur, Sahebganj, Godda, Dumka, Jamtara and Deoghar
Kolhan	West & East Singhbhum and Seraikela Kharsawan
Palamu	Garhwa, Latehar and Palamu
South Chhota Nagpur	Ranchi, Khunti, Gumla, Simdega, Lohardaga
North Chhota Nagpur	Hazaribagh, Ramgarh, Chatra, Bokaro, Dhanbad, Giridih, Koderma

All these districts have sizable number of ST Child population who are school going and mostly attend Government Schools. The total number of children in Jharkhand, in the age-group 0-6 years in Census 2011 is 0.52 million (15.9% of total population of Jharkhand) whereas the 6-14 age groups has 0.69 million population.

Fig 5: Table showing child population concentration

Average Child Population Contribution (%) in various ST Concentration Districts		
ST Concentration	**Districts**	**Average Child Population**
0-20%	Bokaro, Chatra, Deoghar, Dhanbad, Garhwa, Giridih, Hazaribagh, Koderma, Palamu, Latehar, Ramgarh	16.49
20-40%	Dumka, Godda, East singhbhum, Sahibganj, Jamtara	16.32
40-60%	Lohardaga, Pakur, West Singhbhum, Ranchi, Khunti, Saraikela-Kahrsanwa	16.05
60-80%	Gumla, Simdega	15.81

Source: Census 2011

To understand the issues related to children's language learning in early years of primary school a series of brain storming consultations were held among educational workers, anthropologists, tribal language experts, professors in tribal & regional languages, NGOs, Media Personnel, and children at different places in the State. Secondary information collected from DISE, ASER studies, Selected Educational Statistics, COHORT findings from MGML/SLM Classes, and other studies were discussed in these meetings to get concrete evidences about enrollment, attendance, and learning outcomes of students from different social groups.

It was very clearly identified that whole language of children in most cases

differed significantly in all districts of the state. This created a great conflict in students' attendance, participation and continuation in the school, particularly in Class 1. It was observed that drop out in class 1 is highest in the whole elementary cycle. Language experts from the Departments of Tribal & Regional Languages and tribal parents categorically highlighted that language disadvantage and teacher attitude were major factors of children's poor attendance and higher dropout in class 1.

It was proposed to plan for a state wide socio linguistic survey to study the type and intensity of mother languages used by children in different parts of the state. It was also felt necessary to design a strategy to address language disadvantages in systematic manner. Accordingly a socio-linguistic survey covering limited blocks of every district of the State was conceptualized along with a strategy for collecting community based learning resources in the major tribal and regional languages.

It was planned to look at the following aspects of children's language learning in community and schools.

1. What languages people use in the community for various types of activities – Language 1, Language 2, Language 3 in terms of their use?
2. Language proficiency of children - Language 1, Language 2, Language 3 in terms of their use?
3. Aspirations of village adults regarding their Mother Languages - what way they want to see the effective use of their Mother Languages for their society and children?
4. Observations of teachers regarding children's language proficiency, language learning and language disadvantages
5. Teachers' language proficiency and their use in classrooms
6. Children's experiences in classrooms, playgrounds, markets using Language 1, Language 2, Language 3
7. Critical observations of community members, teachers and children regarding children's learning experience in school, status of Mother Languages and their future
8. Implications for classrooms, materials, pedagogy, learning assessment and community participation in school development and management in the context of NCF 2005 and RTE Act.

Planning Meetings:

A series of planning meeting were held with different stakeholders for tools

and sampling for the survey. The meetings were held in JTWRI, Ranchi as well as Ranchi University with language experts, anthropologists, University experts, JEPC representatives and UNICEF officials. The purpose of the meetings was conceptualizing Socio Linguistic Survey and M TALL Programme.

Objective:

Following are the key objectives of the socio-linguistic survey undertaken in all districts of the state.

- Understanding the language disadvantages faced by tribal children at Primary level.
- Design the socio linguistic profile and map of the state.
- Find out appropriate strategies for addressing the language disadvantages.
- Develop data bank of Learning Resources for use at Primary level (stories, songs, riddle, dances, games, toys, science, mathematics, etc.)
- Develop theme based picture dictionaries in 9 languages for use in pre-school learning centers and Primary schools by both children and teachers.
- Design a road map for promoting Mother Tongue based Active Language Learning in Jharkhand.

Procedure:

To undertake the above activities it was necessary to carry out the following activities.

- Series of consultations with experts in tribal language and pedagogy experts in different divisions of the state
- Identification of experts and resource persons from all the divisional universities for designing survey tools and undertaking survey.
- Formation of thematic (tribal language) resource groups in 9 tribal and regional languages.
- Capacity building of resource persons on language material development.
- Development of tools for socio-linguistic survey and finalization after a thorough field trialing in different divisions

The table below captures the sampling undertaken for selecting the villages and respondents for the study.

Fig 6: Table showing Sampling Methodology

Coverage	No.	Sampling method/Remarks
Number of Districts Covered	24	All 24 districts of Jharkhand covered under the study
Number of Blocks Covered	72	3 block in each district Around 30% of the total blocks in Jharkhand covered. Purposive Random Sampling was used for selection of blocks and out of 3, 1 block consisted of urban cluster while remaining 2 blocks were randomly selected with rural perspective in mind.
Number of Villages Covered	216	3 Villages in each block
Number of Households Covered	1080	Random Sampling 5 HHs in each village
Number of Teachers	216	1 from each village/school
Number of Children	2160	10 from each village/school. 5 students from Class I and 5 students from Class II.
Number of Key Resource Person	432	2 from each village

Research Design and Methodology:

This study is a critical study and extra care needed to be taken as it involved several critical elements such as understanding children's experience in home, playground, market place, *mela* and school. Also teachers were to be interviewed about their views on children's language learning and effectiveness of their language pedagogy. Hence it needed several rounds of discussion with language experts and pedagogues regarding the nature of questions. It was decided to involve qualified researchers from universities who had done M. A., M. Phil and Ph. D. in linguistics and knew how to explore language related issues. Repeated consultations held with experienced pedagogues from universities and schools also polished the questions further.

The map for investigation was carefully designed. It was decided to cover all districts. In every district three blocks were chosen in a manner so that maximum language diversity is covered in the district and they represent the district to the best extent possible. One block of district headquarter was chosen with urban population, one block was chosen with rural areas

and another was chosen near border area. It was also decided to touch areas, where Primitive Tribal Groups (PTG) reside.

Five villages in each block was planned to be covered under the investigation. The selection of village for the study was made on the basis of people speaking more than one language in the village. Efforts were made to make it as free from any bias as possible. However, opinion of the Block Development Officer/ Block Education Extension Officer was taken before the decision regarding final selection of the village was taken. In some cases, local leaders such as Pahan, Mukhiya, Munda, etc. were also consulted. It was decided that each village should be selected from different corners of the blocks.

The survey formats were filled by the research investigators in a total of 72 blocks selected from all the 24 Districts. In each block five villages were chosen. In each village, 2 community members, one teacher per school, 10 children from each school (5 from Class I and 5 from Class II), five villagers, and social workers were interviewed. A total of 18 persons were interviewed in a village.

The method of purposive sampling was used. It was decided to study at least 54 respondents from each block with following break up.

Total coverage

Level	Each village		Villages in a district		Block		District		**Total persons interviewed**
Persons interviewed	18	x	3	x	3	x	24	=	3888

Tools and Techniques

Semi-structured questionnaire was adopted for the study with scope for objective as well as subjective reflection of the respondents. Keeping in mind the socio-economic profile of the people the language and structure of the questionnaire was kept very simple for easy comprehension and response by the respondents. The questionnaires were designed for four different set of respondents as follows:

- **Questionnaire for Households:** This schedule captured data of the respondents including their caste, educational status, mother tongue, family details, language of interaction with family and community

members, proficiency in interaction in Hindi, and basic literacy and numeracy skills, Language preferred for reading books, textbooks and information for awareness generation and instructions.

- **Questionnaire for Students:** This questionnaire was prepared for students of Class I and II. The questionnaire captured the mother tongue of children, language used during classroom transaction processes, coping mechanism of children to address language barrier and the support system to address the gap.
- **Questionnaire for Teachers:** This questionnaire brings about the information regarding language proficiency of teachers, importance of mother tongue of children for better learning, need and availability of learning resources in school and community, perception about learning challenges of children and group of children facing these challenges, strategies to address the language barrier in learning of children etc.
- **Questionnaire for Key resource person of villages:** This schedule was designed for local elected representatives, Anganwadi workers and other key resource person of the villages. The questionnaire aimed to capture data related to languages used by children in different contexts, support system in the community to help children in learning, changes desired by the community to improve teaching-learning processes in school especially in the context of language barrier.

Pilot Data Collection:

To field trial the tools State Coordinator, Research Guides and Field Investigators visited their respective areas, identified the village and established rapport with the community people and school teachers. The tools developed were subjected to pilot studies and finalized. The pilot data collection was done in 5 villages from 5 Divisions of the State.

Research Team

Masters or Graduates, even M. Phil and Ph. D. scholars, in Anthropology/ Social Science were recruited and trained for the data collection. Five professors from the five divisional universities were identified to coordinate the investigation in villages. They identified their senior students for the village level survey. It turned out to be a team of one state coordinator in JTWRI who coordinated with the 5 divisional coordinators from universities, who in turn prepared the investigating team consisting of 72

Investigators. They resided in their respective blocks selected for the study. Their Supervisor or field Coordinators guided them time to time and checked their schedule filled by them to maintain quality in data collection.

Duration of the Survey:

Full three months were required for the survey in all the villages.

Month	Activity
August	Planning Meeting Tool Development Orientation of Supervisors & Investigators
September	Socio Linguistic Survey Development of data bank as learning resources
October	Survey Tabulation/ analysis Consolidation of survey data Report generation and Data bank development Map and socio-linguistic profile

Quality checking of the data filled:

During the survey, State Coordinators, Research Guides made random visits to selected villages and cross checked the data collected to ensure accuracy of the data. During visits the same Community members, teachers, students were again interviewed to maintain authenticity in data.

Data validation and Analysis

The Area Coordinators were University Professors who guided the investigator team, undertook monitoring field visits, reviewed and checked for data consistency of the reports submitted and gave necessary feedbacks. Consistency check of data was also undertaken at State level by the M-TALL team. Analysis of data was undertaken using the Microsoft Excel office package.

Analysis and report preparation

The data analysis took a bit of time, as the tools had both qualitative and quantitative matters. Feedback to each question was carefully analysed to arrive at the findings. The major findings are discussed in the following pages.

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Chapter 3

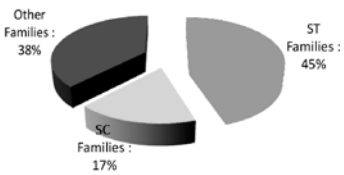
FINDINGS

SECTION A – VILLAGERS

3.1.1 Interaction with Different Social Groups

1. During the study, the research team interacted with a wide range of people and collected information. This helped the study in understanding the perception of people of different backgrounds on children's language and their issues. Around 45% of the respondents belonged to the Schedule Tribe communities. This includes several Primitive Tribal Groups also.

Fig 7: Chart showing social caste distribution

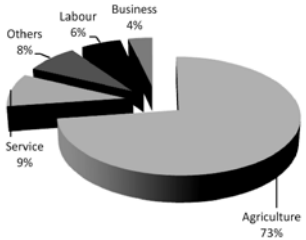


2. The SC communities comprise around 17% of the total population. People from General and Others constitute 38% of the respondent group.

3.1.2 Professional Background of respondents

1. The study captured data from people engaged in diverse professional skills. More than 70% of the households depend upon agriculture for livelihood.

Fig 8: Chart Showing Livelihood Basket



2. 9% of respondents are employed in service sector. Around 8% of the people are engaged in other activities which include collection and sale of Minor Forest Produce (MFP), handloom, pottery, black-smith etc. Business constitutes only 4% of the livelihood basket in the surveyed villages.

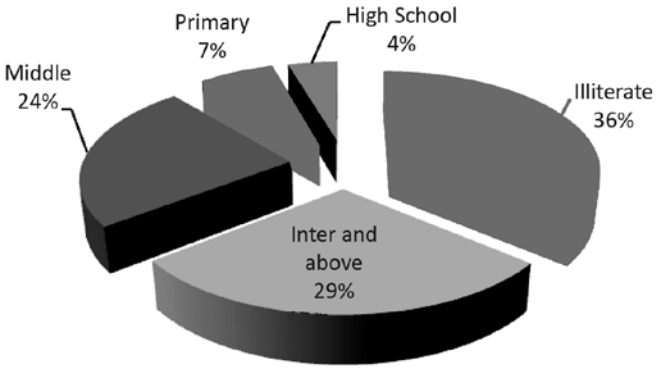
3.1.3 Migration

1. Around 30% of the respondents migrate to nearby urban clusters and towns for livelihood opportunities. Some even go outside the State to places like Delhi, West Bengal, UP, Haryana etc.

3.1.4 Literacy Status

The respondents selected for the study were from different educational backgrounds. Around 36% of the total respondents under Household survey are illiterate, 29% of the total respondents had completed Intermediate and above while only 7% of the total respondents had education till primary level.

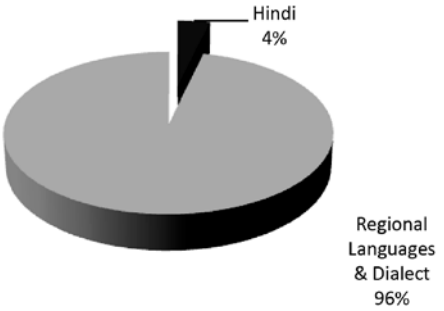
Fig 9: Chart Showing Literacy Status



3.1.5 Mother Tongues of the Communities

The study disapproves the prevalent belief that Hindi is the commonly spoken and used language in daily life in Jharkhand. Study shows that 96% of the population has mother tongue other than Hindi. Only 4% of the population has Hindi as mother tongue.

Fig 10: Chart showing mother tongue of communities in Jharkhand



Around 18 different regional and tribal languages belonging to the 3 major language groups (Indo-Aryan, Munda & Dravidian) are used as mother tongue. Santhali, Khortha and Kurukh emerged as major mother-tongue language among communities in the state. Santhali is the chief language spoken by more than 30% of the total respondents, followed by Khortha with 17.5% and Kurukh with 9.5% speakers.

Fig 11: Table showing major mother-tongue languages

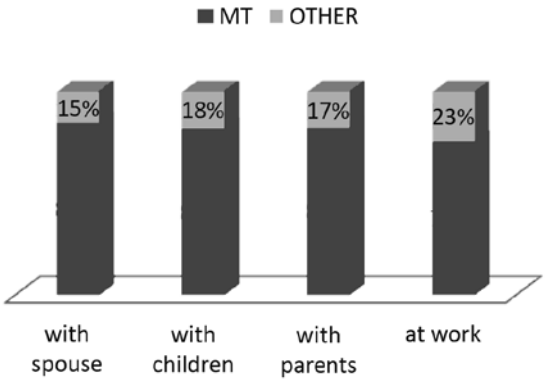
S.No	Language	%age of Population
1	Santhali	33.1
2	Khortha	17.5
3	Kurukh	9.5
4	Other Tribal Languages	5.6
5	Regional languages	30.6
6	Hindi	3.7

The other regional & tribal languages which include Ho, Mundari, Khadiya, Nagpuri, Panchpargania etc are spoken by around 35% of the rural communities.

3.1.6 Language Use in Day to Day Communication

It is observed through the responses that usually mother tongue is used within family while interacting with spouse, children and parents. Around 15-18% of respondents use at least one other language at home.

Fig 12: Chart Showing language use in day to day life

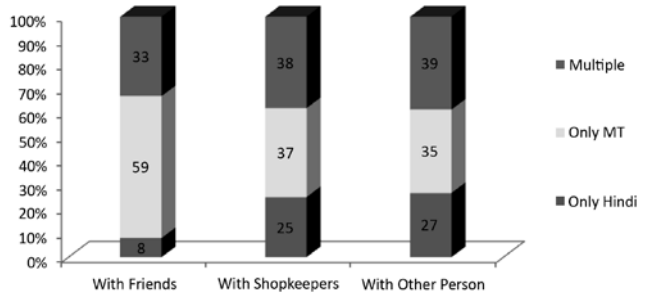


Even in cases where respondents use other languages for communication at home, the use of Hindi for communication is found in less than 5% of the total respondents. They generally use their second or third language which is from the regional and tribal languages.

3.1.7 Language Use in Haat-Bazaar

The study shows that while interacting with friends at market place, 59% respondents preferred their mother tongue the most. Around 33-38% of respondents used multiple languages/regional languages while interacting at market places. 25% of respondents shared that they used Hindi language for communication with the shopkeepers and other situation.

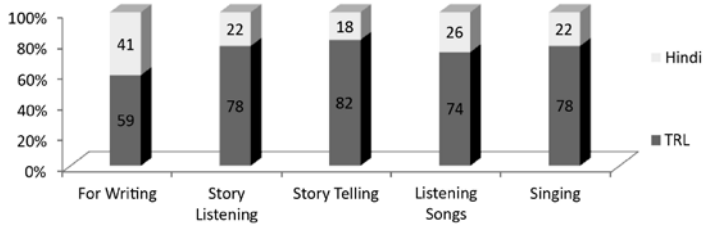
Fig 13: Chart showing language use in market



3.1.8 Language preference for Recreation Activities

The study shows that the respondents preferred the tribal and regional languages for expressing their creative skills. More than 75% of the respondents preferred to use the tribal and regional languages for Story listening, Storytelling, Listening to songs and Singing. For writing articles and stories, around 40% of the respondents said that they use Hindi language for writing while rest 60% of respondents uses tribal and regional languages (TRL). Among the TRL *Santhali, Sadri, Kurukh* and *Ho* languages emerged as the most preferred languages.

Fig 14: Chart showing language preference for recreation activities

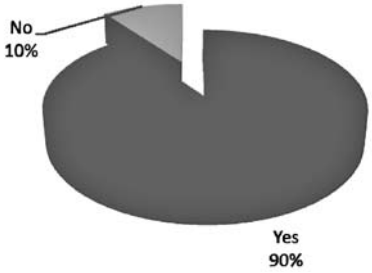


3.1.9 Interaction with Hindi Speaking Visitors

The survey data shows that around 90% of the respondents can interact with visitors from outside the community in Hindi Language. These visitors generally comprise of Government officials, NGO staff members, businessman/traders etc.

While the respondents agreed to have functional knowledge of Hindi for communicating with visitors, around 50% of the respondents agreed that they make mistakes and errors while communicating in Hindi.

Fig 15: Chart showing whether Hindi is used for Interaction with Hindi Speaking Visitors



3.1.10 Basic Literacy and Numeracy Skills

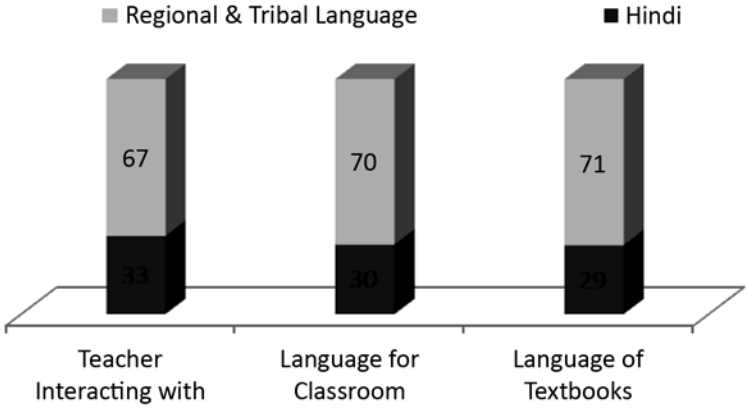
More than 94% of the respondents expressed their competence in doing basic numeracy in day-to-day calculations but the data regarding reading and writing is comparatively poorer. Only 44% of the respondents expressed that they can read and understand text on medical bills and prescriptions while only 50% had the confidence of writing a letter to government officials.

Fig 16: Table depicting basic numeracy and literacy skills of respondents

S.N	Basic Numeracy and Literacy Skills	Yes %
1	Write your name?	84.5
2	Write a simple sentence?	69.9
3	Write a letter to a relative?	60.1
4	Write a letter to a government official?	51.2
5	Read your friend's name?	71.6
6	Read books of children?	67.7
7	Read letter written by a friend/relative?	65.6
8	Read books for adults?	58.0
9	Read and understand directions written on medical prescriptions?	44.1
10	Read and understand newspaper articles?	61.9
11	Count number of your relatives?	94.4
12	Count money?	98.0
13	Calculate the cost of goods purchased from local shops?	97.6
14	Keep tab of change/money returned by the shopkeeper?	97.5
15	See and understand the time on Clock?	92.6

3.1.11 Language Preference of Villagers for Education of their children

Fig 17: Chart showing desired language use for classroom transaction

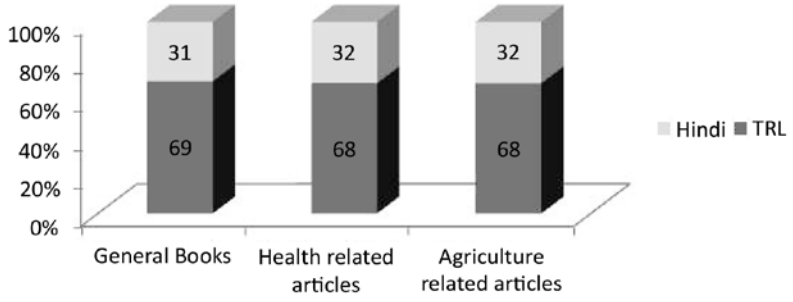


The study also shows that around 70% of the community members want Mother-tongue based school education for their children to improve their reading and comprehending skills. 30% of the respondents agreed that Hindi should be the medium for classroom learning for their children in schools. 82% of respondents said that they would like to join adult education centers, if it opens in their villages.

3.1.12 Language Preference of Respondents for Books and Journals

Around 70% of the respondents preferred books and health and agricultural related articles to be written in tribal and regional languages. Around 30% of the respondents preferred use of Hindi language for these books and journals.

Fig 18: Chart showing Language preference of communities for Language use

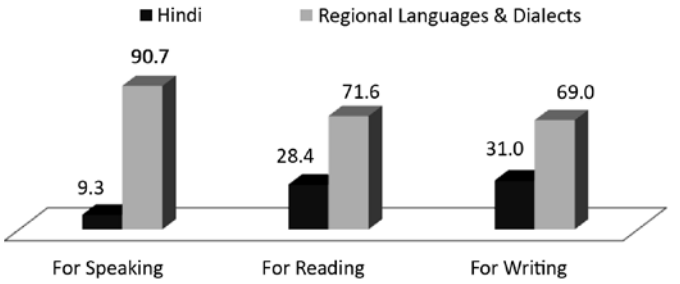


3.2 SECTION B – TEACHERS

3.2.1 Language Proficiency of School Teachers

Teachers are the key facilitators for promoting learning processes among children at Primary and elementary level. During the study, an assessment was undertaken to know about teacher's proficiency in language skills in speaking, reading and writing domain.

Fig 19: Chart showing language proficiency of teachers



The survey data shows that out of the total teacher surveyed, around 90% of teachers have spoken-language proficiency in their mother tongue or local knowledge. Rest 10% of the teachers responded that Hindi is their preferred choice for interaction. Around 70% of the teachers have reading and writing language proficiency in their mother tongue or regional language while 30% of teachers are comfortable in using Hindi for reading and writing purpose.

3.2.2 Supplementary resources used in classroom teaching

During the study around 80% of the teachers said that their classrooms have useful resources for teaching and learning. Most of these resources are in the form of story books, picture cards, charts etc.

The study also brought out the key resources apart from textbooks, which are used in language teaching for students of class I and II. Around 42% of the teachers surveyed responded that their school has TLM kit which they use for classroom teaching processes.

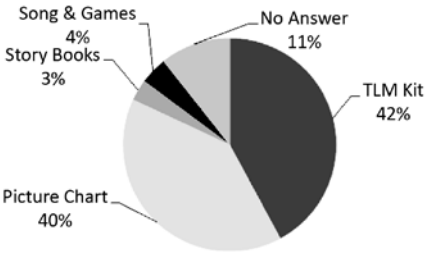


Fig 20: Chart showing use of supplementary resources in classroom teaching

40% of the teachers said that they use picture charts as learning aid during interaction with children in the classrooms. Only 3% of the teachers responded that they have story books to promote reading habit among children. Co-curricular activities like songs, dance etc are used by 4% of the teachers.

Responding to the query on which learning aid is more useful for the learning processes, the highest number (44%) of respondents indicated that the "Picture Dictionary" or pictorial charts is the preferred teaching aid for teaching language in class of I and II. Similarly some respondents also highlighted that picture books (17%) and story books (5%) are good for teaching language while few also highlighted the importance of co-curricular activities as the preferred mode used with children for teaching language.

3.2.3 Language and Learning Challenges

The study shows that around 78% of the teachers felt that children face learning challenges if their mother tongue is different from the language of instruction in school i.e Hindi. The challenges faced included problem in reading, writing and comprehension, interacting with teachers and subsequently slow pace of learning.

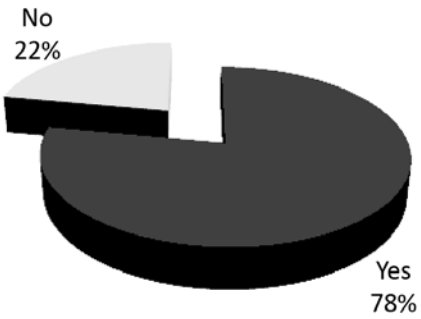


Fig 21: Chart showing learning challenge faced by children if their mother tongue is different from Hindi

3.2.4 Teacher's perception on group of children facing learning challenges

Teachers accepted the fact that there are challenges with regards to learning among children in the schools and have identified sets of children who face more learning challenges as compared to others.

65% of the teachers expressed that children belonging to

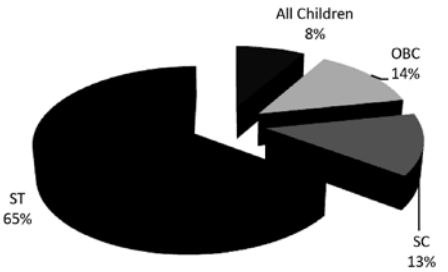


Fig 22: Chart showing teacher's perception of group of children facing learning challenges

ST communities have more learning challenges whereas around 27% of teachers felt that SC and OBC community children had difficulty in the learning processes. Rest 8% felt that all groups of children had similar learning challenges and no particular group could be identified.

3.2.5 Children Learning As per their Ability

According to the teachers interviewed during survey, 44% said that children were not able to grasp concepts and lessons and they have to work very hard. Most of the teachers felt that language barrier was one of the main reason for poor comprehension and learning among children in Class I and II. Some of the teachers shared that they try to communicate with children in their mother tongue and give special attention to these children.

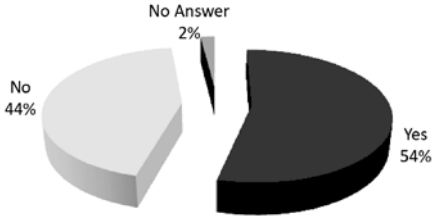


Fig 23: Chart showing teachers opinion whether children learn as per their ability

3.2.6 Suggestive Measures for Overcoming Learning Barriers in School

More than 30% of teachers suggested use of local language to improve reading efficiency in Grade I and II.

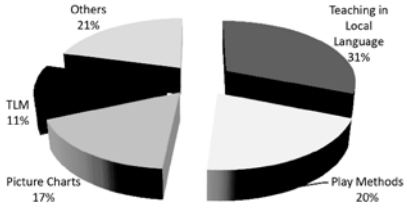


Fig 24: Measures suggested by teachers

To make learning more interactive and interesting around 37% of teachers advocated for the use of Play Methods and Picture charts in classroom transactions. 11% of the teachers felt additional need of TLM will help in improving teaching-learning process. Rest 21% said that various measures like peer learning, Classroom based activities, Stories and songs, drawing exercises will make learning an enriching experience.

3.2.7 Need for Capacity Building

Cent percent of the teachers expressed that mother tongue plays an important role in learning Language in school. Around 90% of the teachers interviewed expressed that they need training program to better equip

themselves to address the challenges of students due to the language gap. Only 7% of the teachers felt that they did not required additional training and felt that they were equipped to facilitate the bridging process.

Fig 25: Chart showing response of teachers on training requirement for language education improvement

3.3 SECTION C – STUDENTS

3.3.1 Language used by Children in School Environment

The survey finding based on data collected from children reveals that around 85% of the children interact in their day to day lives in the regional languages/mother tongue whereas 15% of the children interact in Hindi language especially while interacting with children/people from different social background. But while using language during reading process the tables are turned and more than 90% of children use Hindi for reading and writing purpose which reflects very limited availability of reading materials in regional languages and dialects.

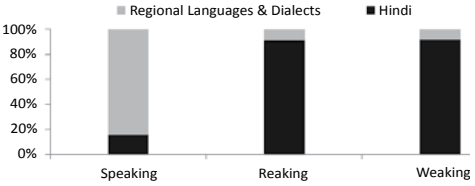


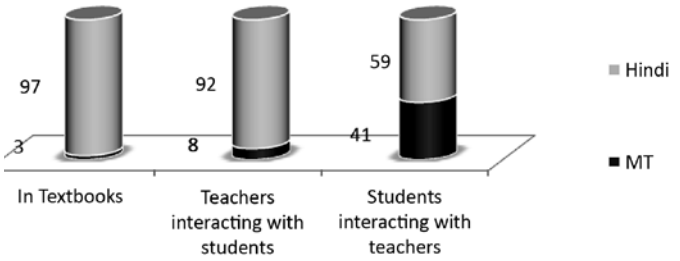
Fig 26: Chart showing language used by children in day to day life

3.3.2 Language used in Classroom transaction

The study finding shows that only 3% of students said that in their classroom the textbooks are in regional languages/dialects while rest 97% said that textbook materials in schools are in Hindi languages. More than

90% of children responded that teachers use Hindi language for facilitating classroom transaction processes and only 8% of the children shared that teachers communicated in the regional dialects.

Fig 27: Chart showing language used in regular classroom transaction



3.3.3 Reading Habit among Students

In the study it was found that only 41% of the students surveyed read story books. Among these students, 64% children told that they get the story books for reading at school, 18% said that they read story books available at home while another 18% said that they get books both at home and school for reading. The popular story books and stories described by children were mostly in Hindi like *Chandamama, Champak, Albela Khargosh, Aasman ki Kahaani, Aate Pakshi Jaate Pakshi etc.* A few children also mentioned stories in English like Story of Camel, One Old Lady etc.

3.3.4 Children Learning and Community Resources

90% of the children surveyed, said that they get learning support at home only, while just 2% of students said that they get community support outside home for learning. Rest 8% of the students didn't give any response on this aspect. 44% of the children shared that they help each other in the learning process.

3.3.5 Students' coping mechanism for addressing learning gap

Around 36% of students responded that they take help from teachers in reading, if their mother tongue is different from Hindi. Similarly 34% of students said that they follow pictures in textbooks to understand

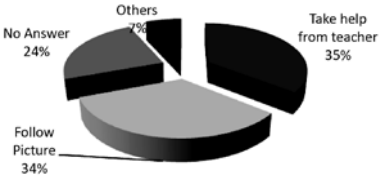


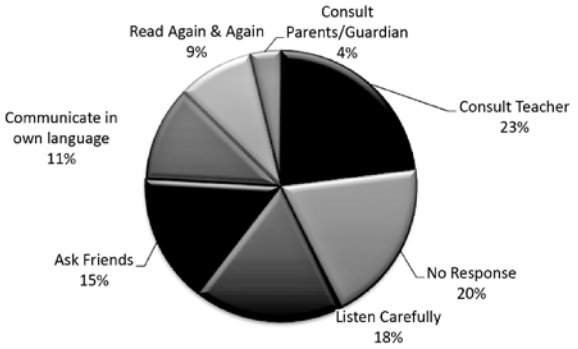
Fig 28: Chart showing student's strategies to undertake reading when home and school language are different

the textbook content. 24% gave no response while remaining 7% took help from parents, guardians and TLMs.

3.3.6 Children's coping mechanism to understand instructions from teachers

Of the total children surveyed, 23% of the students consult with teachers to clear their doubts reflecting limited space for interaction of students in the learning process while other children either remain silent observers or consult friends, family members or put additional efforts at their individual level. A very few (4%) consult with parents.

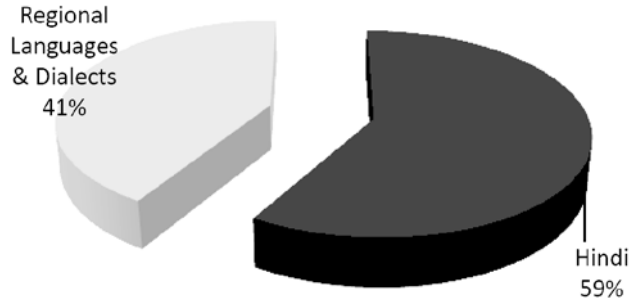
Fig 29: Chart showing student's response to address learning gap



3.3.7 Language Used by Students to Interact with Teachers

Around 41% of the students said that they use their mother tongue for interacting with teachers and 82% of these students said that teachers responded positively to their queries in their mother tongue.

Fig 30: Language used by Students to interact with teachers



3.4 SECTION D – LOCAL RESOURCE PERSONS (PRI MEMBERS, COMMUNITY LEADERS, ETC.)

3.4.1 Language Use in Daily Life Situations

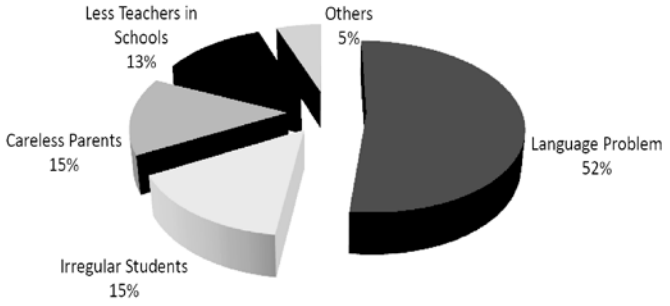
The local resource persons such as PRI members, community leaders, etc. shared that around 14 different languages are used in their communities. Mostly the regional and tribal languages are spoken in their home. Hindi is the most commonly used language by them at market place followed by Santhali, Mundari, Ho, Khortha and other regional languages. During interaction with these local resource persons, around 93% of respondents said that children use tribal and regional languages during playing and only 7% of the children use Hindi at playground. Only 58% of these local resource persons had the impression that school teachers use mother tongue of children during classroom processes. Others felt that teachers communicate mostly in Hindi.

3.4.2 Children Learning and Community Resources

The study also tried to capture the role of community in providing support to facilitate children's learning. Only 20% of the local resource persons said that community members provide support to school children in reading and writing at school. With respect to availability of community library, 95% of the key resource persons shared that there is no such facility in their village.

Nearly 52% of the respondents said that children of Class I and II in their village faced learning challenges because of language problem. Around 30% of the respondents said that irregular students and careless parents were the reason for poor learning while about 13% felt that lack of teachers in school affected the learning process.

Fig 31: Chart showing reasons cited by Community for Low Learning Levels



3.4.3 Changes Desired by Community in Language during Classroom Transaction

Around 87% of the key resource persons in the surveyed villages said that the learning skills of children would be enhanced if local story tellers, artists, poets, singers, dancers, etc. are invited to share their learning and experiences with school children. Nearly 52% of the respondents shared that children in Class I need more attention and support for learning process. Around 40% of the respondents felt that children in both class I and II need equal attention and support.

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Chapter 4

DISCUSSION

4.1 Language Use in the Community

The study disapproves the prevalent belief that Hindi is the commonly spoken and used language in daily life in Jharkhand. Study shows that around 96% of the population has mother tongue/s other than Hindi. Only 4% of the population has Hindi as mother tongue. Hindi, the official State language, clearly emerges as a minority mother tongue. It is observed through the responses that usually mother tongue is used within family while interacting with spouse, children and parents. But despite the fact that Hindi is not their mother tongue, around 90% of the people are able to respond with Hindi speaking visitors like government officials, NGO workers, traders etc.

It is not necessary that the same language is spoken by respondent's children in different situation. For instance among the Santhali speaking children, they speak Santhali with their parents but the language changes in other situations like market, school or, playground. Even in cases where respondents use other languages for communication at home, the use of Hindi for communication is found in less than 5% of the total respondents and respondents generally use their second or, third language which is from the regional and tribal languages.

It has been observed in the study that region wise languages are concentrated to particular blocks and districts based on dominance, but it can be observed that even for second language (L2) & third language (L3) respondents prefer their regional and tribal languages to communicate with each other instead of Hindi. Santhali, Khortha, Kurukh, Mundari and Ho emerged as dominant mother tongues in Santhal Pargana, North Chotanagpur, Palamu, South Chotanagpur and Kolhan Division respectively. But when communities interact with people at their work areas like market places, *haat-bazaars*, urban clusters etc. people apart from their mother tongue follow the language spoken by the dominant community of the region.

The communities prefer their tribal and regional languages for expressing their creative skills like singing, listening to music, story writing etc. The study shows that while numeracy skills of the people are satisfactory, around 50% of the respondents face problem in reading and writing. Only

50% of the people had the confidence of writing a letter to government officials. This may be attributed to the ignorance of the mother tongue users in learning and applying language skills. Very few reading and writing materials are available in tribal and regional languages which reflect in poor reading and writing skills among the respondents. Under this light, the respondents have to seek support of others to communicate effectively in the reading and writing domain.

4.2 Language Use in the Classroom

It is commonly known that multilingual teachers do translation in the classroom, particularly when minority language children struggle to understand the State language texts or discussions. As we think about bringing quality education to the children of Jharkhand, a few practical issues first need to be addressed.

It is evident from the diversity in mother tongue of Jharkhand that here the rural societies show a heterogeneous group and culture. Thus in this context it is important to know how children adapt and interact in such diverse social milieu. Multilingual classrooms, which are the most common scenario in Jharkhand, should be seen as a resource rather than as an obstacle in education.

4.3 Is there really a language gap?

Teachers are the key facilitators for promoting learning processes among children at Primary and elementary level. The study shows that teacher have proficiency in speaking, reading and writing in the regional and tribal languages. Above 70% of the teachers are proficient in these skills in the local languages. The language maps also show that in around 90% of the surveyed blocks, the mother tongue/languages of teacher and students are same. But despite this fact the study reflects that majority of the teachers use Hindi language for teaching children in Class I and II. Only around 8% of the students and 58% of the local resource persons such as PRI members and community leaders shared that teachers use children's mother tongue during classroom transactions.

4.4 Resources and Gaps

Jharkhand has adopted its State language, Hindi, as the major language of instruction. Under such circumstances, speakers of mother tongues and local and regional languages are often at a considerable disadvantage in the educational system. 97% of children shared that textbook and written

materials in their school are in Hindi language. It is an obvious yet not generally recognized fact that learning in a language which is not one's own, provides a double set of challenges, not only is there the challenge of learning a new language but also that of learning new knowledge contained in that language. These challenges may be further aggravated in the case of certain groups that are already in situations of educational risk or stress such as illiterates, minorities and educationally disadvantaged groups.

The study also brought out the key resources apart from textbooks, which are used in language teaching for students of class I and II. 80% of the teachers said that their classrooms have useful resources for teaching and learning. Most of these resources are in the form of story books, picture cards, charts, TLM etc. Reading along with writing and interaction is considered an important cog in the wheel for development of language skills among children and preparing a strong base for learning at upper primary and higher level of education. The teachers shared that Picture Dictionary/pictorial charts are the most popular form of teaching-learning resource for them.

Apart from the limited resource available in school, the children get very little resource support from community to improve their learning skills. Only 20% of the key resource persons said that community members provide support to school children in reading and writing at school. 95% of the resource persons shared that there is no community library facilities in their village to improve reading skill among children.

The study gives a clear picture that mostly SC and ST communities' children face learning challenges and this may be attributed to the lack of readiness for transition of learning language from their mother-tongue language to Hindi during their pre-school and early schooling periods. Despite several policy documents and a constitutional provision (Article 350 A) recognizing that linguistic minorities should be educated in their mother tongue at primary level, there is practically no education in local and regional languages in the schools. It has been observed in the findings discussed earlier in this report that textbooks are in non-mother tongue right from Class I onwards and moreover the language used during classroom transaction processes also do not recognize and appreciate child's mother tongue while learning. It is in this context that the ECCE and primary schooling shall be viewed in a continuum where language development and the transition process should be given emphasis in context of the multi-diverse socio-linguistic profile of our state.

Chapter 5

CONCLUSION

In Jharkhand, like in any another land, children acquire brilliant language learning skills in home and own society. Both in urban and rural areas children use their mother tongue to construct wide range of communications skills. They communicate effortlessly through plain sentences, songs, stories, riddles, pictures, dances, and other dramatic expressions with others to share their feelings, concerns, demands, and ideas. No child in any community fails to communicate comfortably and confidently in own mother tongue. In totality children of Jharkhand, before coming to school, express their language learning skills and proficiency in a wide range of ways and competencies. The richness of social and cultural diversity of the land enables every child as a healthy language learner. The diverse use of many languages makes Jharkhand a unique multilingual multicultural State.

Although 'school' as a concept is designed to relate to every child's community and background and help her/him to participate in a wide range of learning activities in diverse contexts and acquire knowledge, skills, interests and attitude in different subject areas for holistic development, it fails to do justice in sprit. As a consequences of some gap at policy and planning, 'school' in majority cases surprisingly 'rejects' the rich community supported skill, knowledge and interest of the children. It compels them not to communicate in own languages, but in different language (i.e, Hindi from Class 1) which turns out to be very different and difficult for majority of children whose home language differs from it.

Unfortunately majority of children in Jharkhand face this unexpected challenge and get shocked in their early classes because of the differences in their home language and school language. Uniformly in every school of the state education starts in Hindi when majority of children enters school without or exceptionally low familiarity with the language.

Now the dynamics have changed with the enactment of the RCFCE Act 2009 in India and thereby in Jharkhand too. It is a right of every child irrespective of her/his background, to come to school, continue learning in a non-threatening environment with freedom of expression without

any trauma and through child-friendly, child-centered learning process till at least Class VIII. It respects the background and language of a child and advocates for mother tongue based education to the extent possible. No school can achieve the RTE goals of universal enrolment and learning without promoting mother tongue based early learning in tribal areas and non-Hindi home language areas. Pedagogues in different parts of the world have innovated teaching learning strategies to address the language disadvantage of children in early years.

In Jharkhand, there is a positive trend that the mother tongue language of teachers and students in most of the blocks and districts are similar. As such the schools have already a dedicated resource which may be managed properly to address learning challenges of children through some policy level decisions.

5.1 Recommendations

Research on language cognition and also the NCF, 2005 indicate that multilingualism is not a problem, as felt by many people, but it is a great resource for a teacher and community. If a child grows in a multilingual and multicultural society it gives the child ample opportunities to embrace diversity by learning from different language resources and cultural activities. On the other hand a child who gets confined to one or less number of language and cultural diversity remains deprived of the multifarious opportunities. A classroom is classical example of this point.

If children from four language groups work in a classroom it provides many opportunities to concerned children to share own cultural experiences with others and learn many new things from different language groups. Children in their community adopt brilliantly to acquire language skills in various languages as per their context. A child in every district of Jharkhand knows at least three languages. Other than this language learning in home, playground and market children also benefit extensively from the rich cultural tradition and their cultural exchange on various occasions other than from television, radio and print media.

Some of the key recommendations of the study are as follows:

- Linguistic mapping and patterns should be referred before planning any intervention for education.

- There is gap in home and school language which advocates for a bridge course to cope up with school language.
- Need for development of supportive TLM materials like Picture Dictionary, Reading materials and resources in local languages and from local context to support language transition from regional and tribal languages to the state education language in pre and early years of education.
- Teachers training for handling multi-lingual situations and strengthening their capacity to use their existing language resources and to develop material for handling such situation and learning language teaching techniques.
- The medium of instruction should be in the mother tongue by way of using bi-lingual primers prepared in a decentralized manner.
- The school must have play materials and self learning materials for the children in their own languages to create an interest to attend school regularly among them.
- Teachers should be given orientation to understand and respect local resources and culture.
- The community people can support to improve such situation in schools i.e. local resource person can be invited to school and share their natural tools and techniques to deal their daily life courses which will be foundation for such children who have come through particular background.

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ANNEXURE I: LIST OF RESEARCH TEAM MEMBERS

S.N	Division/ University	Area Coordinator	Districts	S.N	Blocks	Investigator
1	Ranchi/ Ranchi Univercity	Dr. Giridhari Ram Gaunjhu	Ranchi	1	Bero	Nand Kishore Sahu
				2	Namkumbh	Mamta Jha
				3	Burmu	Awad Bihari Mahto
			Khunti	4	Arki	Dr. Virendra Kumar Soy
				5	Khunti	Gayan Ottam Vidhi
				6	Karrah	Sohan Munda
			Gumla	7	Dumri	Hari Oraon
				8	Bisunpur	Somesh Ambrosh Lakra
				9	Palkot	Anju Lata Kumari
			Simdega	10	Thethaitangar	Laxman Oraon
				11	Bano	Sunil Baraik
				12	Kurdeg	Chandra Dev Munda
			Lohardaga	13	Kisko	Manoj Hansda
				14	Bhandara	Birendra Oraon
				15	Kuru	Mahesh Bhagat
2	Palamu/ Nilamber-Pitamber University	Mr. Kailash Oraon	Plamu	16	Plamu Sadar	Sandip Kumar Sundi
				17	Panki	Chandra Dev Oraon
				18	Chainpur	Deepak Tirkey
			Garhwa	19	Bhandriya	Shashi Kujur
				20	Ranka	Lukus Lakra
				21	Bhawanthpur	Ranjit Kerketta
			Latehar	22	Latehar Sadar	Nand Kishore Ram
				23	Mahuadar	Pushpagandha Purnima
				24	Balumath	Md. Amanullah
3	Kolhan/ Kolhan University	Dr. Damyanti Sinku	W. Singhbhum	25	Chaibasa Sadar	Umesh Ranjan Gop
				26	Bandgaun	Jai Kishore Mangal
				27	Majhgaun	Jivan Tamsoy
			E. Singhbhum	28	Jamshedpur	Prem Prakash Boipai
				29	Ghatshila	Guruchanran Purti
				30	Baharagoda	Sankar Singh Hembrom
			Saraikela Khansanwa	31	Saraikela	Dinesh Chandra Boipai
				32	Kuchai	Vijay Balmuchu
				33	Rajnagar	Riku Boipai

List of Research Team Members

S N	Division/ University	Area Coordinator	Districts	S.N	Blocks	Investigator
4	Dumka, Santhal Pargana/ Sido-Kanhu Murmu University	Dr. Nikodimus Tudu	Sahebganj	34	Borio	Biti Murmu
				35	Pathna	Susana Hansda
				36	Taljhari	Benjamin Hembrom
			Godda	37	Sundarpahari	Santosh Kumar Murmu
				38	Boarijor	Sunita Marandi
				39	Puraiya Haat	Holika Kumari Marandi
			Dumka	40	Dumka	Michael Marandi
				41	Shikaripara	Sunil Murmu
				42	Kathikund	Jasmin Soren
			Pakur	43	Hiranpur	Ignecius Murmur
				44	Litipara	Bernerd Soren
				45	Maheshpur	Beily Marandi
			Jamtara	46	Jamtara	Imanual Marandi
				47	Narayanpur	Khitoli Baski
				48	Nala	Kiran Kumar Tudu
			Deoghar	49	Deoghar	Manoj Murmu
				50	Devipur	Manojit Murmu
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5	Hazaribagh/ Vinoba Bhave University	Dr. Francisca Kujur	Hazaribagh	52	Hazaribagh Sadar	Sani Kant Suman
				53	Bishungarh	Tinku Parsad Yadav
				54	Chauparan	Imran Siddiqui
			Giridih	55	Giridih Sadar	Ruby Khalko
				56	Bengabad	Seema Marandi
				57	Bagodar	Nadeem Akhtar
			Ramgarh	58	Patratu	Sahdev Kumar
				59	Ramgarh Sadar	Birbal Mahto
				60	Mandu	Vicky Kumar
			Bokaro	61	Nawadih	Pawan Kumar Gupta
				62	Jairidih	Shabbiruddin Ansari
				63	Bermo	Perwez Alam
			Koderma	64	Jainagar	Saheb Ram Soren
				65	Koderma	Majid Iqbal
				66	Satgawan	Syam Lal Hembrom
			Dhanbad	67	Jharia	Bijay Kumar
				68	Nirsa	Santosh Murmu
				69	Tundi	Gaurav Kumar Das
			Chatra	70	Chatra Sadar	Jamal Ashraf
				71	Ithkhori	Mohsin Ali
				72	Tandawa	Raghib Ahsan

Principal Co-ordinator : Binay Pattanayak

ANNEXURE II: LINGUISTIC MAP OF JHARKHAND

This study helps us to identify linguistic pattern and the preferences people have while using language in day to day activities. In this section, the division wise linguistic profile is being discussed and illustrated in linguistic maps.

Santhali emerged as the single most dominant first language in Santhal Pargana Division comprising of Pakur, Sahebganj, Godda, Dumka, Jamtara and Deoghar districts. The second language (L2) of the community in this division comprised of a mix of tribal and regional languages. Khortha emerged as a dominant second language followed by Bangla which may be attributed to its close proximity to West Bengal especially in the district of Jamtara. Panchparganiya and Hindi are also being used as a second language in few blocks of Dumka and Sahibganj. The third language (L3) basket includes Khortha, Hindi and Bangla as chief languages.

In the North Chotanagpur Division comprising of Hazaribagh, Ramgarh, Chatra, Bokaro, Dhanbad, Giridih and Koderma the major L1 language which emerged is Khortha with a few isolated pockets of Santhali and Kurukh. The L2 in the division is dominated by Hindi especially the areas bordering Bihar in the Koderma district and pockets of Hazaribagh, Ramgarh, Dhanbad and Bokaro because of industrialization and influx of people from other states. Mundari, Kurukh and Khariya are the other L2 languages while Birhori is the second language spoken in Bagodar block of Giridih.

The L3 comprised of a mixture of Hindi, Magahi, Khortha and Santhali. Kurukh is the dominant mother tongue in Palamu division comprising of Garhwa, Latehar and Palamu districts. Hindi emerged as the L1 lanaguage in 1 block of Garhwa bordering Chattisgarh while Mundari and Sadri comprised other L1 languages in the division. Sadri, Gond, Hindi and Mundari formed the L2 basket in the division. Due to its proximity to Chattisgarh and movement of people for livelihood options, Hindi emerged as a dominant L3 for the division with few pockets of Sadri.

In South Chotanagpur Division, Mundari is dominant L1 language in Khunti and part of Simdega, while Kurukh, Nagpuri and Sadri are the other L1 languages in the division. In Ranchi, Sadri and Nagpuri emerged as dominant L1 language. Panchparganiya is a regional Language preferred in Kudu Block of Lohardaga District. The L2 language in this division comprises of Kurukh,

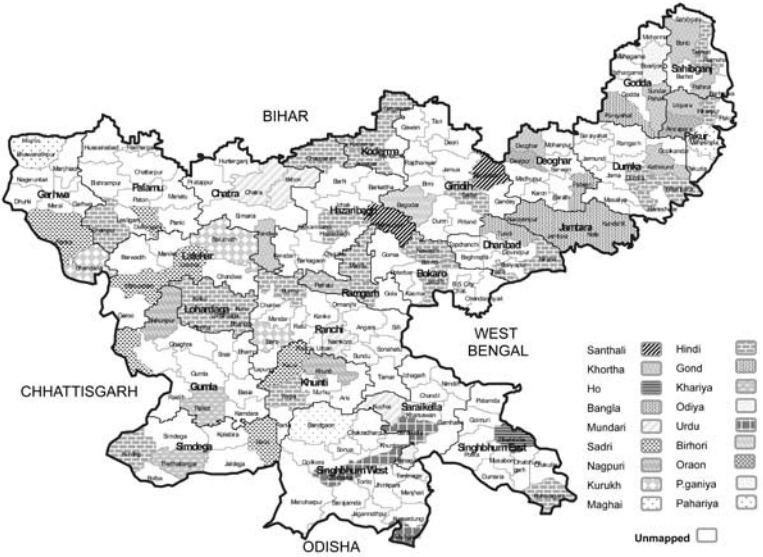
Sadri, Khariya, Nagpuri and also Hindi which is spoken in the area bordering Chattisgarh. Hindi emerged as chief L3 language in the division followed by Kurukh, Mundari and Nagpuri.

In the Kolhan division which borders Odisha and West Bengal, Ho is the dominant L1 language with Santhali and Gond being other L1 language. Odiya is the chief L2 language in W. Singhbhum and Saraikela districts while the L3 language basket for the division includes Gond, Odiya and Santhali.

The linguistic map of Jharkhand clearly brings out that people prefer to use their regional and local languages for day to day communication rather than the State language. Within Districts and blocks too, there is multiplicity of languages due to which people use around 2-3 languages for communication and here also the Hindi language use is limited to communication in government offices. Santhali, Khortha, Ho, Kurukh and Mundari emerged as main mother tongue with dominance in respective divisions. The rich diversity and multiplicity of languages call for appropriate recognition and appreciation of this diversity while planning developmental interventions in the state.

Status of First Language (L1)
in Communities of Jharkhand

Status of Second Language (L2) in Communities of Jharkhand



Status of Third Language (L3) in Communities of Jharkhand

ANNEXURE III: LINGUISTIC MAP DEPICTING LANGUAGE OF TEACHER, STUDENTS AND CLASSROOM TRANSACTION

Mother Tongues of Students

As is seen in the mother tongues of the communities, the mother tongues of children and teachers is almost identical with differences in few blocks mainly because the sample teachers and students are not from the dominant caste/community in that region. Only in two blocks of Garhwa district, the mother tongue of children and the language of instruction both is common i.e. Hindi. This is because of the influence of Hindi in these blocks due to its proximity with Chhattisgarh State. In the remaining 70 surveyed blocks the language of teacher and children is different from the language of instruction being followed in the schools.

Teachers' Mother Tongues

Language used in Schools

This reflects a critical scenario for children who come to school with a lot of experience and expertise based on their mother tongues and local knowledge. As per NCF 2005, this is a great resource for school and the role of the teacher is to understand the children with their unique backgrounds and design child friendly strategies to take them ahead. For this, the teacher needs to start interactions in children's mother tongues and gradually bridge their language learning skills fortheir school language readiness.

Due to various causes teachers struggle to use the multilingual abilities of children and start in school's languge, which is very different from children's mother tongues. This creates a lot of language disadvantages for these children. They face a lot of challenges to understand their teacher and texts. This does not allow them to continue in school with interest and enthusiasm.

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ANNEXURE IV : STATUS OF DIFFERENT LANGUAGES IN JHARKHAND

Language	State	Tribal	Link	Local	LWC
Hindi	√				√
Bangla*				√	
Oriya*				√	
Nagpuri			√	√	√
Panch Pargania			√	√	√
Sadri			√	√	√
Khorta			√	√	√
Munda		√		√	
Santhali		√		√	
Ho		√		√	
Kharia		√		√	
Kurukh		√		√	
Malto		√		√	
Gond		√		√	
Birhor		√		√	
Paharia		√		√	
Kurmali		√		√	
Maghai		x		x	

* Note that in West Bengal, Bangla is of course, an LWC. But in Jharkhand it functions as the MT of a community. The same can be said of Oriya.

Terminology

"Mother Tongue"	The language claimed by the individual to be his or her mother tongue.
"Language of Wider Communication" (LWC)	Any language used to communicate with people from another community. Of course, some people may speak the language ask their Mother Tongue. This can include regional languages, such as Sadri or Nagpuri, and the State language (Hindi).
"Link / Regional Languages"	apart from Hindi, there are many LWCs that are of a more local nature. These sometimes span state borders and may be used by both tribal and non-tribal communities.
"Tribal Language"	The language of communities notified as "Scheduled Tribes". Examples include Kurukh, Santhali, Ho and Munda.
"Local Language"	Any language except the State language. These can be tribal languages or regional languages. They often express the ethnic uniqueness of the people.

ANNEXURE V : M-TALL *akhra*

M-TALL (Mother-Tongue based Active Language Learning) ***akhra***

"A cell dedicated to Children and their Languages"

Platform:

Jharkhand Tribal Welfare Research Institute (JTWRI), Govt. of Jharkhand

***Sahiyas* (Partners):**

JTWRI, Departments (Welfare, Education, Social Welfare, Women and Child Development), Ranchi University, Nilamber Pitamber University, BAU-Ranchi, Binova Bhave University, Sidho Kanho Murmu University, Kolhan University, Central University, NGOs, Media representatives, Teachers, Political representatives, Judiciary representatives and Children.

Support:

UNICEF, Jharkhand Office

Why M-TALL akhra?

- Jharkhand is a multilingual state comprising of 32 languages.The state government has declared 12 tribal and regional languages as official languages of the state. They include Santhali, Ho, Mundari, Panch Pargania, Nagpuri, Khortha, Kharia, Kurukh, Kurmali, Odia, Bengali and Urdu apart from Hindi.
- However education of children in pre-school learning centre (Anganwadis) and Primary school is initiated in Hindi, which is not the mother tongue of a majority of children in the state.
- Mother tongue of children finds little space in these early classes. This creates a high level of language disadvantage for every child. The textbooks are written in Hindi. The teachers also are trained for communication in Hindi. Consequently children do not understand the teacher or text in the classroom.
- Attitude of teachers and school also adds further salt to the children's frustration. Lack of comprehension and continuous disadvantages related to children's identity and development accumulate in the form of fear, frustration and dis-illusion.
- Majority of children discontinue their participation in school activities and ultimately leave the school. School records indicate

that children drop out the maximum in classes I and II (more than 20%) in the whole elementary cycle (classes I to VIII)

- This is a gross violation of children's basic rights under the Right to Education Act that promises free and compulsory education to every child in 6-14 age group till each child irrespective of any background, completes 8 years of elementary schooling in a formal school.
- UNICEF works for whole child development and is more concerned about children from disadvantage communities. In Jharkhand, UNICEF strongly believes that multilingualism is a big resource for children's learning and development. UNICEF intends to understand the issues related to children's learning, language disadvantage, particularly in early years, and also the factors contributing to these. UNICEF also aims to explore possibilities for addressing the issues and related factors, thereby creating enabling learning opportunities for all children in the State.
- To facilitate such processes in the state UNICEF recognises children's home languages (mother tongue/s) as a precious tool and as a starting point. *Akhra* (forum) is a cultural platform for discussing various developmental activities in tribal communities. With due respect to this culturally appropriate and constructivist concept, UNICEF has setup an *akhra* (forum) at the Jharkhand Tribal Welfare Research Institute (JTWRI), Morabadi, Ranchi. It is termed as Mother Tongue based Active Language Learning (M-TALL) *akhra* and is also called Mother-TALL *akhra*.
- It is more than a research forum, where experts and concerned citizens regularly discuss critical issues related to children's languages and explore possibilities for addressing those.

M-TALL: who we are?

- We are some teachers, scientists and parents who are concerned about children's holistic development as desired under the RTE.
- Language is the precious tool through which they observe the world, explore and understand it. It also enables them to articulate their experience in own style. Once a foundation of language learning is laid, a child feels confident and capable to relate to other languages easily. Without a foundation in mother tongue, every child struggles to do well in other languages too!
- We have joined hands with all concerned partners to search

methodologies in this regard. We are researching to create enabling environments for children both in Anganwadi's and Primary schools. M-TALL recognises pre-school learning as the starting point for mother tongue based active language learning initiatives and emphasises on an appropriate school language learning in Anganwadi centre. It advocates for good quality learning environments in both Anganwadi centre and class I with regular interaction between teachers from both these centres so that they know each child, her learning needs and progress. This helps in a smooth transition of every child from pre-school centre to primary school.

- We aim to facilitate a good Anganwadi/School language readiness programme in mother tongue of every child and gradually bridge it with Hindi and English.
- Children's language is related to a wide range of activities. In a similar manner, M-TALL has got together personnel from a wide range of backgrounds who some way or other are related to children's development. Diversity in M-TALL is represented the following active partners.

M-TALL is represented by:

Schools: both students and teachers

Universities: teachers from Ranchi University, Nilamber-Pitamber University, Birsa Agricultural University, Binova Bhave University, Sidho Kanho Murmu University, Kolhan University, Central University, etc.

Media: interested personnel who are regularly writing about language issues and child development.

Writers: eminent writers from different language groups.

Government: officials from Department of Education, Social Welfare, Women and Child Development, Welfare, Directorate of Census, etc.

CSOs : Concerned experts from different parts of the state.

Tribal forum: tribal leaders and cultural groups from different tribal communities.

Political Leaders : leaders contributing to policy and planning in state.

Activities undertaken

Series of consultations were organised by UNICEF in 2010-11 to familiarise government officials, civil society organizations, tribal forums, universities, Panchayati Raj Institutes, media, judiciary, police, schools and children

with the core features of the Right to Education Act. Materials used for RTE awareness are as follows:

i. *Shiksha Mera Adhikar Hai* - (Child-cum-community friendly version of the Right to Education Act) in 12 languages in Jharkhand.
ii. *Samuday Adharit Bal Priy Vidyalay ki aur* - a guidebook in Hindi for developing community based child-friendly schools as desired under the RTE Act.
iii. *ECCE Advocacy booklet* - for parents for Early Child Centre for Education (ECCE)
iv. *Abhinay mein Shiksha ka Adhikar* - 112 scripts on the RTE Act for use in street plays and nukkad nataks. 360 professional theatre groups oriented for state wide community awareness activities under the Shiksha ka Haque abhiyan.
v. *Geeton main Shiksha ka Adhikar* - 160 Songs on RTE Act in different tribal and regional languages to enhance community participation.
vi. *Other Advocacy material* such as variety of posters, films, sticker, dockets/folder, notebooks, etc.

It was realised that there was a need for regular discussion on the language issue in the state. JTWRI of the Department of Welfare was identified as the suitable venue for facilitating such discussions and research. Accordingly the M-TALL akhra was set up in the JTWRI involving all the key players and UNICEF supported the activities. A small team was set up in the JTWRI to coordinate the activities.

Towards a School Language Readiness programme .....

M-TALL *akhra* discussed with children, their parents, teachers and traditional leaders in different parts of the state to explore possibilities for addressing the language disadvantages of children in early years. Initially many adults proposed development of alphabet charts, tables, picture storybooks for children in their mother tongues. People from departments indicated that previously attempts were made to develop some primers in 5 tribal languages, but those could not be used in schools the desired way.

After consulting language experts, psychologists and teachers, M-TALL *akhra* proposed few initial language activities. It was felt that language disadvantages of children could not be eradicated through primers alone. There are also many social beliefs and norms in communities and attitudinal issues among non-tribal teachers who underestimate the tribal languages

as 'dialects' and do not honour the rich language proficiency of a child in her/his own mother tongue. They, due to own limited understanding in language pedagogy, fail to recognise this self-acquired local language skills of a child and instead of appreciating it as a powerful enabling tool for further language learning interpret it as a 'problem'!

In solidarity with the guiding principles of NCF, 2005 …

National Curriculum Framework, 2005 recognises this issue in a technically correct way to say that every child, by the time, enters school is a proficient language speaker in own home language. Children from different language groups enrich classroom's learning opportunities. NCF, 2005 goes on to claim that such multilingualism in classrooms and society is a big resource for our country and every teacher needs to appreciate this and use the language diversity in a class by facilitating maximum interaction among children, with texts, with community members and teachers.

Keeping this basic learning theory in view, M-TALL *akhra* planned some initial activities which aimed to create interest among children, parents, teachers and community members. It was decided to develop some child-friendly (not merely teacher friendly!) materials, appropriate to the children's age and based on children's favourite areas of interest.

Study of children's favourite activities

Discussions were held with different expert groups to understand what children like to do in early years in their community. Those child-friendly areas were compiled as broad themes for the children's Mother Tongue based school language readiness initiatives.

More than a 100 socio-linguistic survey investigators were oriented for collecting children's favourite stories, songs, dance, riddles, pictures, toys, games, art and craft, and other experiences in 9 tribal and regional languages. Nine groups of tribal language experts, teachers and children in different language groups worked on the 60 themes related to children's favourite activities. They identified different objects or events under each theme.

Hundreds of picture of available things were taken by the experienced researchers and teachers from universities and schools. Selected illustrators, with experience and expertise of drawing for children were familiarised with the pictures. The illustrators were also supported to visit tribal research institutes, tribal museums, and concerned NGOs in several districts to study tribal life and culture. Also a wide range of books on tribal life and

culture from different universities and other libraries were studied to get thorough understanding of objects and activities.

After a detailed study and familiarisation with the concepts and objects, the illustrators got ready to apply their pencil, brush and colours into the canvas. The tribal experts from different language groups sat with the illustrator teams and provided appropriate insights. On several occasions, the illustrations were edited or redone to make the concept and illustrations technically accurate and concepts correct. For example, few tribal expert groups guided the illustrators to design a theme on 'hunting' with the basic belief that hunting is an exciting experience for children in terms of personal experience related to hunter stories. The illustrator showed hunters aiming arrows at a rabbit or bird, some people carrying a hunted deer or hunting dogs attacking a rabbit! But this concept came under severe criticism from some other groups with the argument that hunting is a prohibited activity. Educationally it is wrong to expose children to pictures which depict killing and non-violence!

Immediately the pictures were edited with required changes. All the non-violent actions by both men and dogs were taken out. In place of hunting, it turned out to be a new theme called 'shooting' as a sports activity! New elements appeared on the canvas depicting fun, aim, focus and accuracy which every child aims to acquire and improvises through regular practice. Through a rigorous exercise conducted over 5 months the themes and their pictures found shape. This processes involved some intensive explorations, consultations, research and validation. Children from different areas, in every stage, were consulted to test the appeal and appropriate child friendliness of each picture.

Next, in this series of activities, was naming each picture. Tribal language experts sat with each theme based pictures. They named each picture in own local language and Hindi.

Potential in the Picture Dictionaries for children and community!

Every child looks at all objects and incidents curiously. The child sees the world in own eyes and also in own language, i.e., in mother tongue. The child does not get fascinated by everything. Certain things and events appeal to the child more than others. The child finds these interesting, and exciting!

Whatever appeals more, the child gets attracted towards that and associates with it more and more and more! In the process of association with favourite

things or activities a child acquires valuable experience that shapes the child's knowledge, skills and interest about that thing. The child's mother language plays a crucial role in enabling the child to relate the object or event and interpret it as intensively as a scientist in a laboratory! This is an important aspect of a child's education.

While observing a flower, bird or rainbow, they relate and interpret in own language, i.e., generally in their own mother tongue! There is no child who understands a new concept in a new language which is different than her/his mother tongue. The previous knowledge of a child about the concept, the new experience, shared experience from others and the child's logical thinking abilities - all link up to design and evolve the new understanding of the child about the concept. Mother tongue based knowledge and skills play a very crucial role in life of every child, even in older days. Many of our childhood choices such as food, clothes, songs, stories and impressions last lifelong!

Every picture dictionary is a collection of such child-friendly elements, which draw attention in every child in her/his community. With a lot of research and experimentation the themes in this book have been chosen and picturised.

Every picture has been reviewed by children and edited as per their wish and demands. These are their favourite themes. Hence they bear the potential to draw attention of every child. The other beauty of the book is its simple and accurate naming in children's mother tongue/s, through which they understand these accurately and naturally. The Hindi name indicated along with the Local name guides the child to bridge own mother tongue based learning with a new language, i.e., in Hindi.

Role of a teacher or, parent is to encourage a small group of children (more useful if children from different language groups are there!) look at a page together and discuss various elements of the picture in own language and share their experience with each object or, event. This enables every child and the concerned teacher or, parent to use this as a rich local learning resource. This enables every child to interact with the picture, text, peers, teacher, parents and self and also this lays a strong foundation to the language learning skills of the children along with the enrichment of own knowledge, skills, attitude and interest in the concept, first in own mother tongue closely followed by the same in Hindi and other languages depending on the level of language diversity in the group and the level and direction of interaction.

Concept of a School Language Readiness package

To improve the school readiness of children in the state UNICEF has developed a school readiness package as a part of its Activity Based Learning programme in 235 government schools of 4 districts. This package has successfully enabled all children in class I of these schools acquire basic literacy and numeracy skills before learning higher order skills. This has been adapted in the form of 'Ankur' for orientation of all primary school teachers in the state.

As a follow up to this, M-TALL *akhra* is working on a School Language Readiness package and programme that starts from Anganwadi centres and continues through class I in multilingual situations. Local learning resources for the same in 9 languages have been compiled and initiatives are going on to design the package. This is supposed to play a crucial role in enabling every child acquire the basic interest in mother tongue based literacy and numeracy skills before reaching class I in the Primary Schools.

Initiatives towards an appropriate vocabulary and understanding in Science and Mathematics

It has also been observed that a poor foundation in language learning affects the conceptual clarity of students in all other subjects. Challenges turn out to be acute in subjects such as Science and Mathematics as they expect every child to understand many technical words and concepts, which seem to very new and difficult for children from rural backgrounds. At the same time, in daily life, these children participate in various types of science and mathematics activities in their own community and develop their own knowledge and skills in both these critical areas. However, the bookish language and teacher's vocabulary fail to relate science and mathematics to the rich life experience of children in both these subject areas.

M-TALL *akhra* has identified this as an important area of intervention. It has initiated processes through its partner universities and tribal expert groups to document local knowledge and skills in different areas of science and mathematics in a systematic manner. In science this includes broad areas such as plants, animals, air, water, soil, energy, weather, sky, rocks/ minerals, etc. Similarly there is an attempt to study how people count in different communities, how they measure, what equipment they use to measure, history of measurement, etc.

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ANNEXURE VI: DISTRICTS AND BLOCKS COVERED

S.N	Block	S.N	Block	S.N	Block	S.N	Block
1	Ratu	19	Bhamdaria	37	Sunder Pahar	55	Giridih Sadar
2	Namkum	20	Ranka	38	Borijor	56	Bengabad
3	Burmu	21	Bhaunathpur	39	Poreyahat	57	Bagodar
4	Arki	22	Latehar Sadar	40	Dumka	58	Patratu
5	Murhu	23	Madhudawar	41	Sikaripara	59	Ramkgarh
6	Karra	24	Balumath	42	Kathikund	60	Mandu
7	Dumri	25	Chaibasa Sadar	43	Litipara	61	Nawadih
8	Bisunpur	26	Bandgaon	44	Hiranpur	62	Jaridih
9	Palkot	27	Majgaon	45	Maheshpur	63	Bermo
10	Thethai Tangar	28	Jamshedpur	46	Jamtara	64	Jainagar
11	Barno	29	Ghatsila	47	Narayanpur	65	Koderma
12	Kurdeg	30	Bahragora	48	Nala	66	Satgawan
13	Kisko	31	Saraikella	49	Deoghar	67	Jharia
14	Bhandra	32	Kuchai	50	Devipur	68	Nirsa
15	Senha	33	Chandil	51	Palajori	69	Tundi
16	Palamu Sadar	34	Borio	52	Hazaribagh	70	Chatra Sadar
17	Panki	35	Pathne	53	Bhapdnnal	71	Itkhori
18	Chainpur	36	Taljhari	54	Choparan	72	Tandwa

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ANNEXURE VII: QUESTIONNAIRES

झारखण्ड सरकार

कल्याण विभाग

झारखण्ड जनजातीय कल्याण शोध संस्थान, रांची-8

(यूनिसेफ, टी.आर.आई, जे.ई.पी.सी. एवं टी.आर.एल. राँची वि.वि.के संयुक्त तत्वावधान में संचालित मातृभाषा पर आधारित सक्रिय भाषा का सामाजिक-भाषावैज्ञानिक अध्ययन)

साक्षात्कार अनुसूची

क्रमांक : ..... दिनांक : .....

ग्राम : ..... टोला : ..... पोस्ट :.....

पंचायत : ..... प्रखण्ड : ..... जिला : .....

A. भाषा की ग्राम्य स्थिति

1. उत्तरदाता का नाम : .....
2. गाँव में कुल परिवारों की संख्या : .....
   (i) अनुसूचित जनजाति ☐ (ii) अनुसूचित जाति ☐
   (iii) अन्य जाति ☐ (iv) गाँव की मातृभाषा क्या है? ☐
   (v) कितने परिवार इस भाषा को बोलते हैं? ☐ (vi) गाँव की अन्य भाषाएँ क्या-क्या हैं? ☐

B. भाषा की पारिवारिक स्थिति

1. उत्तरदाता का नाम :.....
2. आयु ..... 3. लिंग .....
4. मातृभाषा ..... 5. अन्य भाषा .....
6. शिक्षा ..... 7. व्यवसाय .....
8. वैवाहिक स्थिति ..... 9. पत्नी कहाँ से .....
10. जन्म स्थान (जिला से दूरी) .....
11. निवासी (कब से) .....
12. वर्ष में कितने बार गाँव छोड़कर जाते हैं, कब कहाँ और क्यों .....
13. पारिवारिक विवरण

क्र.सं.	परिवार के सदस्यों के नाम	परिवार के मुखिया से सम्बन्ध	उम्र	लिंग	वैवाहिक स्थिति	शैक्षणिक स्थिति	व्यवसाय	मातृभाषा

14. परिवार की मातृभाषा .....

प्रश्नावली

क्र.सं.	प्रश्न	उत्तर
1.	आप आम तौर पर किस भाषा में बात करते हैं?	
	(a) अपने पति या पत्नी से	(.....)
	(b) अपने बच्चों से	(.....)
	(c) अपने माता-पिता से	(.....)
	(d) अपने कार्य-स्थल पर	(.....)
2.	अन्य दूसरों से बात करते समय आप किस भाषा का प्रयोग करते हैं?	
	(a) पति या पत्नी जब अपने बच्चों से बातें करते हैं।	(.....)
	(b) आपके बच्चे जब आपसे बात करते हैं।	(.....)
	(c) आपके बच्चे जब गाँव के बुजुर्गों से बात करते हैं।	(.....)
	(d) आप के बच्चे जब अपने मित्रों से बात करते हैं।	(.....)
3.	हिन्दी बोलने वाले कोई व्यक्ति बाहर से आप के गाँव में आते हैं, तो क्या आप उनसे बात कर सकते हैं?	
4.	(i) हिन्दी बोलने में क्या आप गलती करते हैं?	हाँ/नहीं
	(ii) यदि हाँ तो कम या ज्यादा?	हाँ/नहीं
	साक्षरता/गणितीय स्तर (किस भाषा में) सूचित करें (निर्देश) MT, L_2, L_3	(.....)
5.	क्या आप -	
	(i) अपना नाम लिख सकते हैं?	हाँ/नहीं
	(ii) एक सरल वाक्य लिख सकते हैं?	हाँ/नहीं
	(iii) आप सम्बन्धी को पत्र लिख सकते हैं?	हाँ/नहीं
	(iv) सरकारी अधिकारी को पत्र लिख सकते हैं?	हाँ/नहीं
	(v) अपने मित्र का नाम पढ़ सकते हैं?	हाँ/नहीं
	(vi) क्या आप बच्चों की पुस्तकें पढ़ सकते हैं?	हाँ/नहीं
	(vii) किसी सम्बन्धी द्वारा भेजा गया पत्र पढ़ सकते हैं?	हाँ/नहीं
	(viii) वयस्कों की पुस्तकें पढ़ सकते हैं?	हाँ/नहीं
	(ix) दवाई की पर्ची पर लिखे निर्देश पढ़ते और समझते हैं?	हाँ/नहीं
	(x) अखबार पढ़ते और समझते हैं?	हाँ/नहीं
	(xi) अपने सम्बन्धियों को गिन सकते हैं?	हाँ/नहीं
	(xii) रूपये-पैसे को गिन सकते हैं?	हाँ/नहीं
	(xiii) दुकान से खरीदी गयी सामान का मूल्य जोड़ सकते हैं?	हाँ/नहीं
	(xiv) दुकानदार द्वारा लौटाए गए पैसे का हिसाब कर सकते हैं?	हाँ/नहीं
	(xv) घड़ी का समय देखकर समझ सकते हैं?	हाँ/नहीं

क्र.सं.	प्रश्न	उत्तर
6.	यदि आप स्कूल बदलते हैं तो किस भाषा में (भाषा सूचित करें)	
	(a) आपके शिक्षक बात करें	(.....)
	(b) जिसमें लिखना-पढ़ना चाहेंगे	(.....)
	(c) जिसमें पाठ्य-पुस्तक लिखित हो	(.....)
7.	यदि आपके गाँव में प्रौढ़ शिक्षा शुरू हो तो उसमें आप जाना चाहेंगे?	हाँ/नहीं
8.	आप किस भाषा को पसन्द करते हैं?	
	(a) अच्छा लिखने में	(.....)
	(b) कहानी सुनने में	(.....)
	(c) कहानी सुनने में	(.....)
	(d) कहानी कहने में	(.....)
	(e) गाना सुनने में	(.....)
	(f) गाना गाने में	(.....)
9.	आप किस भाषा को पसन्द करेंगे?	
	(a) जिसमें पुस्तकें लिखित हो	(.....)
	(b) स्वास्थ्य सम्बन्धी बातें प्रकाशित हो	(.....)
	(c) कृषि सम्बन्धी बातें प्रकाशित हो	(.....)
	(d) गाँव के बच्चे पढ़-लिख सके	(.....)
	(e) स्कूल में शिक्षक बच्चों से बातें कर सके	(.....)
	(f) प्राथमिक स्कूल के पाठ्य-पुस्तक हो	(.....)
10.	क्या आप अपनी मातृभाषा में पढ़ना-लिखना चाहेंगे?	हाँ/नहीं
11.	क्या आपके बच्चे अपनी मातृभाषा में पढ़ना-लिखना चाहेंगे?	हाँ/नहीं
12.	पड़ोसी गाँव में कौन-सी भाषा बोली जाती है?	(.....)
13.	उस भाषा को कौन-कौन लोग बोलते हैं?	(.....)
14.	वे किधर रहते हैं?	(.....)
15.	आपके गाँव से कितनी दूरी पर है?	(.....)
16.	जब आप बाजार जाते हैं तो किस भाषा का प्रयोग करते हैं?	
	(i) अपने मित्र/जान-पहचान वालो से	(.....)
	(ii) दुकानदार से क्रय-विक्रय करते समय	(.....)
	(iii) अन्य किसी स्थिति में	(.....)

17. शोध अन्वेषक का मन्तव्य :-

अन्वेषक का हस्ताक्षर

झारखण्ड सरकार

कल्याण विभाग

झारखण्ड जनजातीय कल्याण शोध संस्थान, रांची-8

(यूनिसेफ, टी.आर.आई, जे.ई.पी.सी. एवं टी.आर.एल. राँची वि.वि. के संयुक्त तत्वावधान में संचालित मातृभाषा पर आधारित सक्रिय भाषा का सामाजिकस-भाषावैज्ञानिक अध्ययन)

छात्र/छात्राओं के साथ वार्तालाप अनुसूची

क्रमांक : ..... दिनांक : .....

छात्र/छात्रा का नाम : ..... स्कूल का नाम : .....

कक्षा ..... जाति ..... ग्राम ..... पोस्ट .....

पंचायत ..... प्रखण्ड ..... जिला .....

क्रम	प्रश्न	उत्तर
1.	आप कौन-सरी भाषा जानते हैं? (प्राथमिकता के क्रम में)	
	(i) बोलने में	(i) ..... (ii) ..... (iii) .....
	(ii) पढ़ने में	(i) ..... (ii) ..... (iii) .....
	(iii) लिखने में	(i) ..... (ii) ..... (iii) .....
2.	अधिकांश बच्चों को किस भाषा की जानकारी है?	(.....)
3.	क्या इस भाषा का प्रयोग स्कूल में होता है?	हाँ नहीं
4.	स्कूल में किस भाषा का प्रयोग होता है।	
	(i) पाठ्य-पुस्तकों में प्रयुक्त भाषा	(.....)
	(ii) शिक्षकों द्वारा प्रयुक्त भाषा	(.....)
5.	शिक्षक कुछ कहते हैं तो उसे समझने के लिए आप क्या उपाय करते हैं?	(.....)
6.	यदि घर की भाषा अलग हो तो पुस्तकें और अन्य चीजें कैसे पढ़ सकते हैं?	(.....)
7.	आप शिक्षक से किस भाषा में बात करते हैं?	(.....)
8.	क्या वे खुशी-खुशी जवाब देते हैं?	हाँ नहीं
9.	आपके कक्षा के कितने बच्चे पढ़ना जानते हैं? उन्हें पढ़ने में कौन मदद करता है?	
10.	आपके कक्षा में कितने बच्चे पढ़ने नहीं जानते हैं? उन्हें पढ़ने में कौन मदद करते हैं?	
11.	(i) क्या आप कहानी की पुस्तकें पढ़ते हैं?	हाँ नहीं
	(ii) यदि हाँ तो कहाँ	घर में स्कूल में
12.	कुछ अच्छी कहानी पुस्तकों का नाम बताएँ। पढ़ा हुआ में से कुछ अच्छी कहानी का नाम बतावें।	(.....)
13.	आपके पाठ्य-पुस्तक में मनपसंद कहानियाँ, कविताएँ तथा चित्र कौन-सी है?	(.....)
14.	कौन-सा विषय/शीर्षक आपको समझ में नहीं आता?	(.....)
15.	जब शिक्षक की भाषा या पाठ्य-पुस्तक की भाषा को नहीं समझ पाते हैं तो आप क्या करते हैं?	(.....)
16.	आपके गाँव में कौन आपको पढ़ने-लिखने में मदद करते हैं?	(.....)
17.	क्या आप एक-दूसरे को पढ़ने-लिखने में मदद करते हैं?	(.....)
18.	शोध अन्वेषक का मन्तव्य :-	(.....)

अन्वेषक का हस्ताक्षर

झारखण्ड सरकार

कल्याण विभाग

झारखण्ड जनजातीय कल्याण शोध संस्थान, रांची-8

(यूनिसेफ, टी.आर.आई, जे.ई.पी.सी. एवं टी.आर.एल. राँची वि.वि. के संयुक्त तत्वावधान में संचालित मातृभाषा पर आधारित सक्रिय भाषा का सामाजिकस-भाषावैज्ञानिक अध्ययन)

शिक्षक साक्षात्कार अनुसूची

क्रमांक : ..... दिनांक : .....

छात्र/छात्रा का नाम : .....

स्कूल का नाम : ..... ग्राम .....

पोस्ट ..... पंचायत ..... प्रखण्ड ..... जिला .....

भाषा जिसमें शिक्षक को निपुणता प्राप्त हो।

निपुणता	संथाली	कुडुख	मुण्डारी	हो	खड़िया	पंच परगनिया	नागपुरी	कुरमाली	खोरठा	अन्य
बोलने में										
पढ़ने में										
लिखने में										

क्रम	प्रश्न	उत्तर
1.	(i) क्या कक्षा में पठन-पाठन के लिए उपयोगी पाठ्य-पुस्सक है?	हाँ नहीं
	(ii) यदि हाँ तो उसका उपयोग कैसे करते हैं?	(.....)
2.	कक्षा 1 एवं 2 के छात्र/छात्राओं को पढ़ाने एवं भाषा लिखाने के लिए पाठ्य-पुस्तक के अतिरिक्त और क्या है?	(.....)
3.	उनमें से कक्षा 1 एवं 2 के लिए पढ़ने/भाषा सीखने के लिए कौन सबसे अधिक लाभप्रद है और कैसे?	(.....)
4.	ओरह किन वस्तुओं की आवश्यकता है, जिससे स्कूल में कक्षा 1 एवं 2 के बच्चे अपने पढ़ने की क्षमता को बढ़ा सकें?	(.....)
5.	आपने भाषा कक्षा में बच्चों के पढ़ने/भाषा सीखने की क्षमता को विकसित करने में कौन-सा प्रयोग/क्रियाकलाप को उपयोगी पाया?	(.....)
6.	आपने अपने प्रयासों से किन बच्चें में अच्छी तरह पढ़ने की क्षमता विकसित होने का महसूस किया। आपने उनके लिए क्या किया?	(.....)
7.	क्या आपके प्रयास से सभी बच्चे अपने क्षमता के अनुसार सीख पाते हैं?	(.....)
8.	(i) आपके कक्षा में कौन से बच्चे अच्छी तरह पढ़ने की क्षमता बढ़ाने में संघर्षशील है?	(.....)
	(ii) वे संघर्ष क्यों करते हैं	(.....)

क्रम	प्रश्न	उत्तर
	(iii) आपने उनके लिए कुछ किया है? यदि हाँ तो क्या किया है?	(.....)
	(iv) उसमें आपको कितनी सफलता मिली?	(.....)
9.	इस सम्बन्ध में आपने कोई लाभदायक प्रशिक्षण पाया? यदि हाँ तो आपने किस दिशा में लाभदायक पाया?	(.....)
10.	(i) आप किस स्थिति में कहेंगे कि बच्चे अच्छी पढ़ाई कर रहे हैं?	(.....)
	(ii) आपके आधारभूत सूचकांक/मापदण्ड क्या है?	(.....)
11.	क्या आप महसूस करते हैं कि पढ़ने की शिक्षण विधि में बच्चों की भाषा महत्वपूर्ण है? यदि हाँ तो कैसे?	(.....)
12.	यदि बच्चों की मातृभाषा, स्कूल की भाषा से अलग है तो क्या स्कूल में समस्या का सामना करना पड़ता है? यदि हाँ तो किस तरह की समस्याओं का सामना करना पड़ता है?	(.....)
13.	उपर्युक्त स्थिति में आप क्या करते हैं?	(.....)
14.	आपके क्षेत्र में समुदाय के साथ कोई लाभप्रद साधन है जिसका उपयोग शुरूआती कक्षाओं में पढ़ने की क्षमता बढ़ाने में किया जा सके?	(.....)
15.	कृपया एक ऐसा उदाहरण दें जिससे आपके कक्षा में आपके प्रयास से बच्चा/बच्चों में पढ़ने की क्षमता विकसित हुई हो।	(.....)

16. शोध अन्वेषक का मन्तव्य :-

अन्वेषक का हस्ताक्षर

झारखण्ड सरकार

कल्याण विभाग

झारखण्ड जनजातीय कल्याण शोध संस्थान, रांची-8

(यूनिसेफ, टी.आर.आई, जे.ई.पी.सी. एवं टी.आर.एल. राँची वि.वि. के संयुक्त तत्वावधान में संचालित मातृभाषा पर आधारित सक्रिय भाषा का सामाजिकस-भाषावैज्ञानिक अध्ययन)

समुदाय सदस्य साक्षात्कार अनुसूची

क्रमांक : ..... दिनांक : .....

समुदाय सदस्य का नाम : .....

आयु ..... लिंग ..... शैक्षणिक स्थिति ..... व्यवसाय .....

ग्राम ..... पो. ..... पंचायत ..... प्रखण्ड ..... जिला .....

क्र.	प्रश्न	उत्तर
1.	आपके गाँव में कौन-कौन-सी भाषाएँ बोली जाती हैं? (यहाँ बच्चों की भाषा से तात्पर्य है जो घर में बोली जाती है।)	
2.	कौन-सी भाषा बाजार में सबसे ज्यादा बोली जाती है?	
3.	अधिक संख्या में लोग किस भाषा को घर में प्रयोग करते हैं। (यह गाँव में लोगों की मातृभाषा को दर्शाता है)	
4.	सामान्य तौर पर बच्चे किस भाषा का प्रयोग खेल के दौरान करते हैं?	
5.	किस भाषा में बच्चे सामान्य तौर पर अपने माता-पिता से बातें करते हैं?	
6.	किस भाषा में बच्चे सामान्य तौर पर बुजुर्गों से बातें करते हैं?	
7.	क्या शिक्षक बच्चों से उनकी मातृभाषा में बातें करते हैं?	
8.	बच्चे पढ़ने-लिखने सीखने की व्यवस्था कैसे करते हैं?	
9.	इस संदर्भ में शिक्षक की मदद के लिए और क्या करना चाहिए?	
10.	क्या गाँव का दूसरा व्यक्ति (शिक्षक के अतिरिक्त) स्कूल में बच्चों के पढ़ने-लिखने में मदद करते हैं?	
11.	क्या गाँव में कोई पुस्तकालय है? यदि हाँ तो क्या बच्चों के लिए पुस्तकें हैं? क्या बच्चे वहाँ पढ़ने के लिए जाते हैं?	
12.	क्या गाँव के किसी त्योहार विधान तथा घरेलू कार्यों के साथ पढ़ने-लिखने का कार्य सम्मिलित है। यदि हाँ तो क्या पढ़ने-लिखने का कार्यक्रम हुआ है।	
13.	आपके अनुसार कक्षा - 1 तथा 2 के सभी बच्चे बढ़ना-लिखना नहीं जान सके, इसका मुख्य कारण क्या है?	
14.	बच्चों को पढ़ना-लिखना सिखाने के लिए क्या किया जाना चाहिए?	
15.	यदि कहानी लिखने वाला (कहानीकार), लेखक, कवि, इत्यादि स्कूल जा कर बच्चों के साथ अपना अनुभव बाँटें तो क्या बच्चे अच्छा पढ़ सकेंगे?	
16.	क्या ऐसा कोई अवसर आया जब स्थानीय लेखक, कवि, कहानीकार आदि स्कूल गये और बच्चों को पढ़ने-लिखने में मदद किये?	
17.	कक्षा - 1 तथा 2 के कौन-से बच्चों को अधिक मदद की जरूरत है?	
18.	शोध अन्वेषक का मन्तव्य :-	**अन्वेषक का हस्ताक्षर**

Children say…..

'First in our mother tongue, then new ones!'

- Anganwadi and School will help me in developing my language foundation in my mother tongue first before bridging with the school and other language.
- My Anganwadi Sevika and School teacher will talk with me in my mother tongue in AW center and classroom.
- My teachers will have knowledge and understanding about life in my village where I grow up and learn.
- They will also be aware about the social and cultural practices in my village.
- My teachers will be trained for teaching in a classroom situation where I and my friends from different linguistic backgrounds will learn together.
- My school and Anganwadi center will have learning materials to help us understand school language through our mother tongue.
- Such learning materials would include picture dictionary, story books, songs, riddles, etc.
- Village elders and people from different professions in our village will come to our school and Anganwadi center and we will interact with them in our mother tongue to learn many new things from near to far.
- A "School Language Readiness Package" will be developed for me in the Anganwadi center so that I develop basic language foundation skills before I go to school.
- My Anganwadi center and school will understand that all of us in the AW center and classrooms have different mother tongues which is different from the school language.
- Hence my textbooks and learning materials will be made accordingly so that all of us have equal opportunity to learn together.

M-TALL *akhra* for children

M-TALL (Mother Tongue based Active Language Learning) *akhra* is a forum supported by UNICEF, Jharkhand. It is established at the Jharkhand Tribal Welfare Research Institute of the Department of Welfare, Government of Jharkhand. It consists of representatives from all the universities of the state, all government departments working for children, civil society organisations, media, tribal language experts from all major tribal and regional languages, teachers, students and other experts.

Members of the M-TALL *akhra* believe that children can learn different languages and subjects well if their initial language learning starts in their mother tongue/s. This foundation enables them to relate to other languages in a systematic manner. Better designed is this mother tongue based foundation, smoother and stronger becomes their scope for learning. Accordingly M-TALL *akhra* attempts to center around the mother tongue based experience of every child. Based on this experience and expertise, children are pedagogically supported to acquire good language learning skills.

Gradually this learning ability of children is channelized towards school languages such as Hindi and English through a bridge established between home language/s and school language/s. This approach has been proved highly successful in different parts of the globe as it helps children, and thereby their teachers and community members to acquire good language skills by learning from each language in and around school. Simultaneously every language in the community and school finds a way to flourish through its continuous use!

The socio-linguistic documentation in Jharkhand turned out to be an eye-opener for all concerned! It depicted the extremely high level of multilingualism in the state. This report familiarizes us with this wonderful language diversity of the state. It also highlights the enormous challenges children face in rural areas when schools operate in a different language. It urges us think hard to explore possibilities for their education, as defined under the Right of Children to Free and Compulsory Education Act.

M-TALL *akhra* has explored some possibilities through following activities.

- Sharing the findings of this documentation with all concerned – government, civil society, media, universities, tribal language forums, teachers, etc. and strive for policy level amendments.
- Printing of children's bilingual Picture Dictionaries in nine tribal and regional languages for use in Anganwadi Nursery School Kendras and Primary Schools of the state.
- Development of Bhasha Puliya (a comprehensive school language readiness package) for use in initial days of children in Anganwadi Nursery School Kendras and Primary Schools of the state.
- A total Pre-School Learning programme for the state – plan, material, training, academic calendar, kit, academic support and monitoring structure with Department of Women & Child Development and Department of Education.
- Language bridging strategies in science, mathematics and social studies.

M-TALL *akhra* cordially invites your ideas, experiences and insights for many more such activities in the state to make Mother Tongue based Active Language Learning and thereby the Right to Education a reality of every child!

For further details, please contact:
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JTWRI, Morabadi, Ranchi